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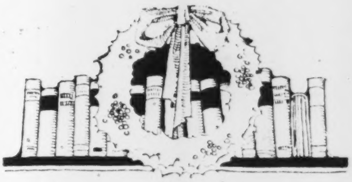
Vol. 55 DECEMBER 15, 1930 No. 22

Christmas Number



CHRISTMAS BOOK GIFTS

Selected by the Syracuse Public Library Staff

AN OLD ENGLISH CHRISTMAS STAFF BREAKFAST

Faith Holmes Hyers

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Forthcoming Issues of
THE LIBRARY JOURNAL

❧ The author of the promised article on "Santa Claus' Library" reports the impossibility of obtaining the description and "authentic" photograph of it for this year, but we hope it will be available next Christmas. With this cancellation we are able to present Doctor Bradford's rather long article on the Universal Decimal Classification for which we were afraid there would not be space enough in this issue.

❧ The forthcoming numbers of 1931 promise several special numbers and a new series of articles. Among the subjects for the special numbers will be Branch Libraries, Small Libraries, Prison Libraries, Special Libraries, a number devoted to the various charging systems and a defense of the old method, several articles on budget making, and the usual Equipment Number of March 1. A series of articles on libraries in foreign countries, to begin with an article on "Three Great Spanish Libraries," by Mary Louise Foster of Smith College in the next number, will include articles from Wales, Scotland, England, Ireland, Germany, Holland, Sweden and Palestine. These articles are either definitely promised or on file in this office waiting their turn and we are trying to obtain many others. A column devoted to Special Library News will begin in January and will continue, we hope, at least once a month.

❧ To readers of THE LIBRARY JOURNAL we send a Merry Christmas greeting!

B. E. W.

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THE LIBRARY JOURNAL

DECEMBER 15, 1930

An Old English Christmas Staff Breakfast

By Faith Holmes Hyers

Library Publicist, Los Angeles Public Library, California

THE MORNING before Christmas, some of us were up before daylight, and approaching town through the ruddy dawning, to be in good time for the Christmas Breakfast. We heard it was to be held in the basement of the Central Library, but when we arrived, we found the high ceilinged, austere room had been transformed into a Yuletide Baronial Hall. Great pillars were twined with ivy. A fire flamed ruddily in a great fireplace, with tall candelabra gleaming on either side. Tapestries hung on the walls, and long tables, likewise candlelit, were spread forth temptingly with meat pasties and Eccles cakes, and decked with ivy; while pages flitting to and fro, replenished the steaming cups of some 450 happy guests.

Los Angeles Public Library Staff in Christmas Costume for Annual Staff Breakfast and Fête

Suddenly heralds announced the entry of the lord and lady of the castle, with their train. Down the hall advanced a lordly Saxon baron resplendent in red velvet, his beautiful lady richly bedecked in a trailing green gown, her blond hair confined in braids to frame her face beneath a jeweled cap. Came next their little daughter, all in white, under the watchful eye of the stately governess. Followed other ladies and gentlemen, the jester in motley and full of pranks, the monk pacing with downcast eyes, his acolyte beside him in a red gown with lace surplice. While sweet music was dispensed, this rich company moved through the hall and was seated at its own raised tables, against a tapestried wall. Then was the Yule Log welcomed with an ancient Welsh song, as it was pulled into the hall by two sturdy woodsmen, the son of the castle gaily astride it. Next did the castle cook proudly usher in his goodliest feast. Song greeted the boar's head borne by a retainer, the peacock pie raised aloft by one of the fair ladies of the company, the plumb pudding flaming, surmounted by holly, and the wassail bowl wreathed with ivy. Father Christmas entered and was made welcome. His silvery hair and beard emerged from a green velvet hood, above a flowing red robe. Village children trooped in, singing ancient songs, and were given food and drink while all wassailed each his neighbor. And at last, slowly, one by one, moved down through the hall a group of ladies-in-waiting, their faces radiant above lighted candles borne in their hands, graceful robes trailing, as they provided for us a picture not soon to be forgotten, while all voices mingled in the old beloved Christmas hymns. So once more, and beautifully, Christmas swept into our hearts as we made happy festival together.

Suggesting Books for Gifts to Children

By Merrill Bishop

Assistant Director of Junior Schools, San Antonio, Texas

TO EVERY LIBRARIAN around Christmas comes the problem of suggesting books for gifts. The most difficult part is to get over to the parent the idea of presenting books and also the right books to present. The average mother is so busy that she does not care to take time to seriously go into the question.

We, in San Antonio, who have in charge the Junior School Libraries, have tried each year to get into the hands of the parent suitable lists of reading, which might suggest a reading gift. We realized that the majority of parents take the list as sent out, close their eyes, point at any title, then buy. Perhaps the child does not like that type of book, perhaps he has no genuine inclination to the subject-matter, perhaps he has read other books by the author and has failed to find him entertaining. These and many other inhibitions may exist.

With these experiences back of us we approached the problem last year. We went to the city library and consulted with the head of the juvenile department and asked her to aid us in the preparation of a list. Our idea was to suggest titles on a basic plan and we decided to take certain types of titles and make up lists from the types, giving the name of the publisher and list price. When the basic lists had been prepared, the librarian of the junior school added titles which she thought would be helpful to the pupils of her special locality; there are eight such schools in San Antonio. Thus the individuality of her school was maintained and at the same time the lists conformed to a certain uniformity. These lists were then sent to the book stores of the city, so that they might prepare to have on hand any or all of the titles.

Two weeks before the schools were dismissed for the Christmas holidays 5665 lists were distributed throughout the schools, the total number of pupils housed in the junior schools. Each pupil was asked to take the list home and give it to his parent, marking, if he wanted to, the titles which especially appealed to him. The parent could then take the list to the book store, knowing the price, author and publisher, and select. The lists could also be kept for further reference during the year. We felt that this assured the child of some book that he would like.

These lists did away with the age question. Many times parents buy books by giving the chronological age of the child. Chronological age is not the only criterion; many times a child likes books far beyond his age or far beneath his age. These lists were prepared on interest basis and not on age basis. The lists were prepared on highly colored paper and the Christmas theme was followed out because of the time of distribution.

They were attractive so the child was glad to take them home and show his parents. The covers were made by the Library Club in most of the schools, the art work by a pupil, and the whole work was a school project. A sample of the lists, as they were given out in one of these schools, follows:

SUGGESTED CHRISTMAS BOOKS

If you like
Little Women,
you should like

Rebecca of Sunnybrook Farm, by Kate Douglas Wiggin (Houghton, $2, or Grosset, 75c.)
Nelly's Silver Mine, by H. H. Jackson (Little, Brown, $2)
Fortune of the Indies, by E. B. Price (Century, $1.75)
Adventures of Tom Sawyer, by S. L. Clemens (Harper, $2.25 or $2.50)
Castle Blair, by Lady Flora (Shaw) Lugard (Little, Brown, $2)
Jacqueline of the Carrier Pigeons, by A. H. Seaman (Macmillan, $1.50)

If you like
Treasure Island,
you should enjoy

The Ransom of Red Chief, by O. Henry (Doubleday, Page, $1.90)
Three Musketeers, by Dumas. Illustrated by Milo Winter (Rand, McNally, $1.75)
Story of Rolf and the Viking's Bow, by Allen French (Little, Brown, $2, Beacon Hill Bookshelf)
Prince and the Pauper, by S. L. Clemens (Harper, $2.50)
Captains Courageous, by Rudyard Kipling (Doubleday, Page, $1.90)

Christmas Book Gifts

Selected by The Staff

Syracuse Public Library, New York

The Age of Marbles and Paper Dolls

Auslander, Joseph. Dwarf's Railway, illustrated by Ernst Kutzer. Longmans. $1.50.
Picture book from the German. Text in verse and delightfully illustrated.

Berry, Eric. Penny Whistle. Macmillan. $1.
The jungle birds help a little black boy to learn new tunes for his whistle.

Bruere, Martha B. Sparky for Short. Coward. $2.
Fairy story of an electric spark which is really a radio photograph of a lost boy.

Charles, Robert. Round About Turn, illustrated by L. Leslie Brooks. Warne. $1.50.
A few lines of text to a page and Leslie Brooks' inimitable drawings tell how Toad decides to see whether the world really is round.

Crawford, Phyllis. Blot: Little City Cat, illustrated by Holling C. Holling. Cape and Smith. $2.
Both author and illustrator understand child and cat psychology.

Dalgliesh, Alice. The Little Wooden Farmer and the Story of the Jungle Pool. Macmillan. $1.
For those just learning to read. Pictures in bright colors.

DeHuff, Elizabeth Willis. Five Little Katchinas. Houghton. $1.75.
Story of little gods, bringing in customs of the Hopi Indians.

Fyleman, Rose. Tea Time Tales. Doubleday. $2.
Fairy tales with humor running through them all. One, the "North Wind," is a Christmas story.

International Kindergarten Union. Literature Committee. Told Under the Green Umbrella. Macmillan. $3.
The old fairy tales.

MacDonald, Zillah. Mic Mac on the Track. Appleton. $1.50.
Reform among locomotives with Mic Mac as the hero.

Morrow, Elizabeth. Painted Pig. Knopf. $2.
Mexico is the scene of the story and pictures.

Petersham, Maud and Miska. Ark of Father Noah and Mother Noah. Doubleday. $2.
In gay and humorous pictures and text the story of the ark unfolds.

Phillips, Ethel Calvert. Little Rag Doll. Houghton. $2.
This doll names herself Dilly and goes housekeeping with Mrs. Thimbletop, the fairy.

Stoddard, Anne. Good Little Dog. Century. $1.
How Bingo becomes a hero.

White, Eliza Orne. Green Door. Houghton. $2.
The heroine of this story has imagination and vim.

Up To High School Age

Ashmun, Margaret. Susie Sugarbeet. Houghton. $2.
How a little girl got a better chance.

Brann, Esther. Lupe Goes to School. Macmillan. $2.
The school is in southern Spain and in the very room where Cortes lived.

Caswell, Annie Gray. Susann of Sandy Point. Longmans. $2.
Turning her hand to many things to make money to go to college, Susann earns the name of "Odd Jobs."

Chapin, Henry. Johnny Appleseed. Coward. $2.50.
New story of Frontiersman Jonathan Chapman, the founder of orchards.

Claudy, Carl H. Beginner's Book of Model Airplanes. Bobbs. $1.75.
They fly.

Cruse, Amy. Boys and Girls Who Became Famous. Harcourt. $2.50.

Darby, Ada Claire. Hickory-Goody. Stokes. $2.
The early 1800's in Missouri.

Everson, Florence M. and Howard. Secret Cave. Dutton. $1.75.
Two nine-year-old boys explore a secret cave on Hallowe'en.

Field, Rachel. Hitty, illustrated by Dorothy Lathrop. Macmillan. $2.50.
At 100 years of age Hitty, with enthusiasm undimmed, pens her memoirs. She is a doll of mountain ash. Newbery Medal book of 1930.

Hagedorn, Hermann. Book of Courage. Winston. $2.50.
Inspirational biographies from Socrates to Lindbergh. Famous women are included.

Harrington, Isis. Eagle's Nest. Macmillan. $1.
Story of two Navajo boys.

Hinkle, Thomas C. Tornado Boy. Morrow. $2.
A horse of rare intelligence, stolen by rustlers, escapes.

Jackson, G. Gibbard. Book of the Ship. McBride. $3.
History of ships and a description of boat-building.

Koenig-Warthausen, Baron F. K. von. Wings Around the World. Putnam. $1.75.
A young German aviator's experiences.

McNamara, John F. Playing Airplane. Macmillan. $2.50.
Written by an ex-aviator in answer to questions of his own sons.

Morse, Elizabeth. Chang of the Siamese Jungle. Dutton. $2.50.
Including a good deal about Bo, the white elephant.

North, Mary Remsen. Down the Colorado. Putnam. $1.75.
A Girl Scout engages in boating adventures.

Robinson, Mabel L. Robin and Tito. Macmillan. $2.
Adventures of a small Scotch-American girl in Sicily.

Sherwood, Merriam, tr. Tale of the Warrior Lord. Longmans. $2.50.
Exploits of the Cid.

For Grown-Up Boys and Girls

Allee, Marjorie Hill. Judith Lankester. Houghton. $2.
Judith learns to lead a useful life in a Quaker Indiana home of the 1840's. Excellent characterization.

Berger, Helen. Mystery of World's End. Longmans. $2.
Peter is sent to Hawaii to lose an obsession that he cannot walk.

Carroll, Gladys Hasty. Land Spell. Macmillan. $2.
A city girl seeks shelter in a New England farmhouse.

Darling, Esther Birdsall. Navarre of the North. Doubleday. $2.
This dog has a part in the World War.

Irving, Washington. Bold Dragoon. Ed. by Anne Carroll Moore. Illustrated by James Daugherty.
Weird tales.

James, Will. Lone Cowboy. Scribner. $2.75.
Romantic autobiography of the most famous of cowboy artists and authors.

Kelly, Eric P. Blacksmith of Vilno. Macmillan. $2.50.
Mystery and adventure abound in this story of Poland of 1832.

Knapp, George L. Young Volunteer With Old Hickory. Dodd. $2.
John Preston, seventeen, joins the forces of General Jackson in the campaign against the Creek Indians.

Lide, Alice Alison and Johansen, Margaret Alison. Ood-Le-Uk, the Wanderer. Little. $2.
Driven out to Sea from Alaska on an ice floe, Ood-Le-Uk after a perilous existence arrives on the coast of Siberia.

MacMillan, Donald B. Kah-da. Doubleday. $2.
Life of a North Greenland Eskimo boy.

Rohan, Jack. Rags. Harper. $2.
Story of a dog who went to war.

Schultz, James Willard. White Beaver. Houghton. $1.75.
An Indian story that involves the pursuit of the "medicine animal," the white beaver.

Tyrell, Mabel L. Witch's Maiden. Harper. $2.
Adventure story of the time of Charles II.

Verrill, A. Hyatt. Lost Treasure. Appleton. $3.
Stories of many kinds of lost treasure, some of which are true.

Wade, Mary Hazeltine. Boy Who Dared. Appleton. $1.75.
William Penn was the boy.

Williamson, Thames. Opening Davy Jones's Locker. Houghton. $2.
Deep sea observation is the theme of this story.

For Those of Voting Age

Barnes, M. A. Years of Grace. Houghton. $2.50.
American family life, the newer generation vs. the older.

Bowles, Ella S. About Antiques. Lippincott. $3.50.
Well illustrated and generally valuable.

Briggs, Clare A. How to Draw Cartoons. Harper. $3.15.

Good suggestions and assistance. Profusely illustrated with Briggs' own cartoons.

Buck, Frank. Bring 'em Back Alive. Simon and Schuster. $3.50.

By an American who goes to the jungle and brings back his trophies.

Byrd, Richard E. Little America. Putnam. $5.

Commander Byrd's trip to the South Pole.

Canfield, D. F. Deepening Stream. Harcourt. $2.

Story of the growth and evolution of a woman's soul.

Cave, Edna S. Craft Work. Century. $3.

Lessons in making lamp shades, batik, toy construction, reed basketry, suggestions for gift shops, a practical book of handcraft.

Chase, Joseph C. The Romance of an Art Career. Sears. $3.50.

Experiences of an illustrator during the World War behind the firing line.

Cobham, Sir Alan John. Twenty Thousand Miles in a Flying Boat. McKay. $2.50.

The author's flight around Africa. Well illustrated.

Crane, Stephen Collected Poems. Knopf. $2.50.

Davis, M. L. Uncle Sam's Attic. Wilde. $3.50.

Alaska today. A travel book that has the charm of fiction along with the accuracy of true description.

Dimnet, Ernest. Art of Thinking. Simon & Schuster. $1.

Brief, concise, stimulating pointers on that greatest of arts.

Edmonds, W. D. The Big Barn. Little. $2.

Dramatic tale of farm life in New York in Civil War time.

Faris, J. T. Roamin' the Rockies. Farrar. $3.

A delightful trip through our western parks and forests.

Finley, Ruth E. Old Patchwork Quilts and the Women Who Made Them. Lippincott. $5.

Two and a half centuries in the life of American womanhood, ending with the year 1880, cover the period of patchwork, and the contents of this fascinating work.

Frost, Robert. Collected Poems. Holt. $5.

Vivid, colorful blank verse.

Galsworthy, John. On Forsyte 'Change. Scribner. $2.50.

Twenty-nine new short stories of the famous Forsyte clan.

Gardner, Helen. Art Through the Ages. Harcourt, Brace & Co. $4.

Surprisingly concise for such a stupendous field.

Garland, Hamlin. Roadside Meetings. Macmillan. $3.50.

Talks with Walt Whitman, Kipling, Riley, Stephen Crane and other highlights provide material for these roadside meetings. A family album of the last thirty years of the nineteenth century.

Halliburton, Richard. New Worlds to Conquer. Bobbs. $5.

Central and South America described in narrative. Halliburton has a charm all his own and a clientele who are enthusiastically constant.

Jackman, Evelyn R. American Art. Rand. $3.60.

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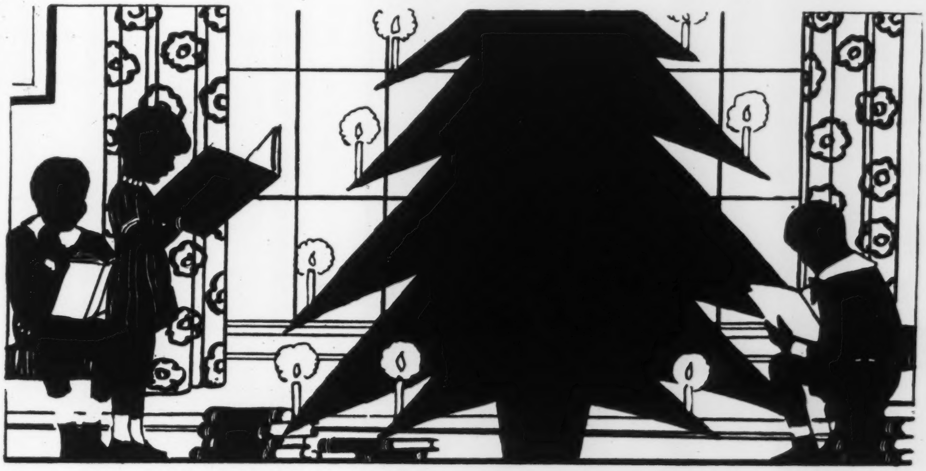

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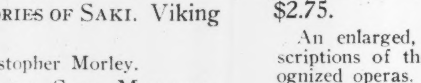
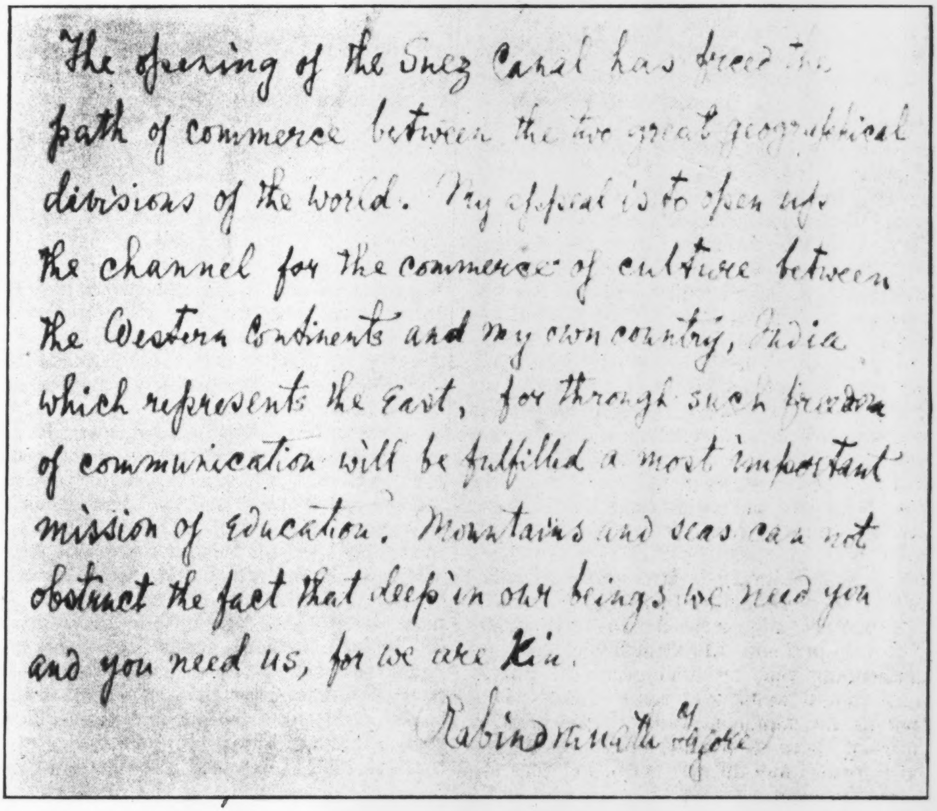


A Christmas Greeting To Librarians

Rabindranath Tagore, Now Visiting in This Country



The opening of the Suez Canal has freed the path of commerce between the two great geographical divisions of the world. My appeal is to open up the channel for the commerce of culture between the Western Continents and my own country, India which represents the East, for through such freedom of communication will be fulfilled a most important mission of education. Mountains and seas can not obstruct the fact that deep in our beings we need you and you need us, for we are Kin.

Rabindranath Tagore

Why the Science Library Adopted the Universal Decimal Classification

By Dr. S. C. Bradford

Science Library, South Kensington, London, S. W.

A Subject-Matter Index to periodical literature has been organized in the Science Library as a means of supplying the information to research workers, the lack of which in the past has been an ever-present and increasing hindrance to progress. Although the importance of ascertaining what previous work has been done on a given subject of investigation is recognized generally, the immensity of the store of recorded information, at present buried out of reach in the printed volumes on the library shelves, is realized by few. Nor do most of those who labor patiently and laboriously to extend the boundaries of human knowledge, or to provide better tools, or new sources of power, for the use of mankind, foresee more than dimly that in many cases the hard-won results of their work are likely to do more than add to the musty archives of forgotten achievements.

It is this appalling waste of the fruits of the highest kind of human activity that the Science Library is endeavoring to remedy. The task might well seem impossible to accomplish, for the printed record of scientific and technical information is growing at the rate of perhaps about thirteen thousand separate books and half a million articles published in twelve to fifteen thousand periodicals each year. Certainly it would be hopeless, were the magnitude of the undertaking not fully understood. I think that one of the chief reasons for the lack of a comprehensive index to recorded information in the past has been that the quantity of material to be indexed has been altogether underestimated, so that the scale on which most of the existing indexes have been conceived has been inadequate. But when the extent of the enterprise is visualized, another difficulty arises, i. e., that the work is vastly greater than can be undertaken by a single institution with the resources at present available.

The Science Library is attempting to overcome both these difficulties by adopting a classification that is sufficiently flexible and extensive to comprehend all knowledge, and by recommending that all bibliographical undertakings should adopt the same classification, so that by the standardization of classification the present chaos of divided effort may be reduced to order, and all may work together for the common good.

Standardization seems to provide the solution to the problem. For by the coordination of bibliographical agencies using the same system the desired index can be provided. Since the need for indexing information began to be felt, multifarious individuals and institutions have applied themselves to the task, each one by the method that seemed to himself the best. That the result of so much uncoordinated individual effort should be confusion is an economic necessity. Thousands of bibliographies have been compiled and many bibliographical periodicals issued, but nearly all of them are on different systems; the same articles have been classified over and over again, and only a small portion of the total literature has been indexed. Consequently, to find what papers have been cataloged as dealing with a given subject, it is necessary to ascertain what bibliographies have been issued on that subject, where they are, gain access to them, master the system on which each one is compiled, and then study each of the parts of which each volume may consist. Such a research may take several weeks or months, and in the end only a portion of the literature on the subject will have been found. In the Science Library a point has been made of collecting as many scientific and technological bibliographies as possible, and, with a view to making these more accessible, all those issued separately from other matter have been classified and gathered together into one place in the Reading Room for open access. This has made it possible to prepare a careful estimate of the total number of separate bibliographical entries in the library, excluding those published in, or in connection with, separate articles. The number works out at the enormous figure of forty million. This calculation is particularly interesting, because it shows that, in the past, the total number of bibliographical entries made has been of the same order as the total number of scientific and technical articles written. So that, if bibliographical work had been coordinated, the same expenditure of energy would have sufficed to index nearly every scientific and technical paper published. The estimate shows also that to index the total output of scientific and technical literature is not an impossible undertaking.

Nevertheless, at the present moment we have to deplore the fact that, in spite of this colossal expenditure of energy, we have nothing approaching a comprehensive index to knowledge. However, the science of economics shows how to bring order out of this confusion. It suggests that those, who are now working independently in making separate indexes to published information, should agree to work together by standard methods. It is necessary to impose a minimum of control, which, though interfering slightly with individual liberty, yet allows of the attainment of the end that is desired by all. It is an economic law that the individual must be willing to undergo the slight inconvenience of submitting to a minimum of regulation in order to obtain the maximum benefit from the labor of the many. It is the principle which has come down to us through the ages in the familiar words "Union is strength."

The application of this law to the art of bibliography is very simple. The necessary regulation required is the adoption of a standard classification. A classification is like a language; in order to understand each other, bibliographers must use the same nomenclature. However, in the case of bibliography, the inconvenience of submitting to rule is very slight, while the advantages are very great. As Professor Pollard said in his paper read at the Seventh International Congress of Photography last year:

> "Individual attempts to devise schemes whereby such material may be classified by subject must necessarily be attended sooner or later with failure. The ramifications and inter-relations of matters, which can form the subject of an intellectual work, are so vast that no single mind can hope to deal with the problem of universal bibliographical classification. Even when such a classification has been attempted, by the concerted action of numbers of persons with specialized knowledge, imperfections become apparent in the scheme, which can only be minimized by constant and critical application."

But by adopting a standard classification, the individual gets a scheme that embodies the accumulated experience of his co-workers. At the same time his work is made available for use by them and theirs by him. The application of the principle of coordination appears so obvious that it hardly seems necessary to emphasize it. A very extensive bibliography can be produced only by a number of workers using a common classification, and, if a large number of bibliographical undertakings should agree to use the same classification, their total bibliographical output would be unified immediately. It would be then possible for individual workers and associations to collect information on a given subject, from all sources using the standard system, and intercalate it in one series in a single special bibliography of that subject for their own use, while, in very large libraries, all such published bibliographies could be collected, and formed into one great repertory, in which all the references on a given subject would fall together automatically into one place, so that they could be found in a moment, with the saving of weeks or months of work at each consultation. From what has been said above, it follows that such a great repertory would cover a considerable proportion of the total output of scientific and technical literature. At the same time the enormous waste of energy, in the overlapping of bibliographical publications, would become so apparent that institutions would wish to take steps to obviate it. Thus, by adopting a standard classification, the bibliographical work of each individual would fit into one whole like the standardized parts of a machine, and the desired master-key would be attained.

The question will now be asked: "Why has the Universal Decimal Classification been adopted? This classification may be very good for most subjects," but, the inquirer may say, "for the one in which I am most interested it is inadequate." As members of the Association of Special Libraries will realize, a complete reply to this question would need a course of lectures and practical instruction, for there is a technique of classification, and it is impossible for anyone to select or prepare a satisfactory scheme for any science without an expert theoretical and practical knowledge of both the subject of classification and the subject to be classified. As this combined knowledge is rare, the number of faulty classifications is multifarious. Fortunately, however, the general principles of classification are simple, and a short outline of the subject can be given. The answer to the second part of the question asked may first be stated, and is that in all probability the inquirer does not understand the Universal Decimal Classification, and that, in any case, the logical order and completeness of a section of a classification is a mere detail as compared with the principles on which the classification is based. The classification is intended as a means of filing references by subjects so that they may be found as readily as possible, not as an exposition of the best philosophical order of the departments of knowledge. When a scheme has been chosen as a standard it may be easy to add to, or rearrange, the subject divisions of a classification, if these are really insufficient, or inconveniently placed, but, unless the whole is drawn up on sound principles, the classification must be unsatisfactory.

In considering the principles on which such a classification should be based, we must recognize that what we classify are Things, and that Things have Attributes. The act of

Classification is a mental process, in which we imagine that we have picked out all things that possess a certain Attribute, or set of Attributes, and put them together in a group by themselves. Such a group is called a class. But there are very many attributes that are common to a variety of things, and if we attempt to make a Classification by allotting a separate class to every possible attribute of every kind of thing, the size of the Classification would become enormous. It would indeed contain the extent of knowledge and include, besides, classes that are now imaginary but that may become real in future.

When the novice in the art of classification attempts to tabulate all the classes of a given subject, he sets himself a task of such an order of magnitude. And realizing, subconsciously or otherwise, the impossibility of making the scheme complete, he is obliged to be content with a selection of what he considers to be the most necessary headings. Naturally almost every selection is different, and confusion inevitably results.

Much has been written on the application of logic to the arrangement of the classes in such a single series. We are told that the form of a classification should follow that of the order of ideas, history or evolution. Its function is to place a topic in its sequence in the "order of knowledge" in such a manner that books leading up to the topic are on the left of those dealing with it, and books leading away from the topic are on the right of them. Such an arrangement might be demanded in a land "Through the looking glass" where readers might be expected to require books on any subject other than that under discussion, but in practice, what is demanded of a classification is that it should enable the searcher to find the books on a given subject. Ignoring this practical test, the pundits have criticized every published scheme in regard to the logical arrangement of its main classes, and finding each one defective, they have come to the rather ridiculous conclusion that the individual librarian may choose any classification he prefers. The necessary result of such logic is the present confusion of bibliographical procedure. Actually it is no matter to a student whether the books in Chemistry are arranged before or after those in Geology, or if books on Ethics are placed for convenience between books on Logic and Systems of Philosophy, because the subjects are essentially different. The same remark applies even to the major subdivisions of a classification. It is only in the minor subdivisions that it is useful to have closely related subjects brought together. In short it is wholly impracticable to have a bibliographical classification which will represent the best philosophical statement of the interrelations of knowledge; no two thinkers would ever agree on the exact order of things and, having made the best compromise, every year would require modifications and changes involving confusion and expense. The one permissible test of a classification is its utility.

Now, although many writers have discussed the application of logic to the arrangement of the classes in what might be called a linear classification, MM. Otlet and La Fontaine are the only thinkers who have attempted to apply the laws of logic to the art of classification itself, and the result was the International Decimal Classification, which is therefore unlike any other scheme, being at the same time simple and almost infinitely comprehensive.

Let us suppose that we represent by X_1 a thing defined by a single attribute, or by a restricted set of attributes, let us say the substance sulphuric acid. Now, if we are classifying literature on sulphuric acid, we shall have to deal with many forms of books and papers in which this substance is treated from many different points of view. The literature of sulphuric acid is in fact a collection of things, any one of which may be represented by $x_1\ m_1\ n_1\ p_1$ . . ., where $m_1\ n_1\ p_1$, etc., indicate various attributes of the literature or of the substance sulphuric acid. For instance, there will be papers on theoretical or experimental studies relating to the manufacturing process at the start, while in use, or after modifications; papers from the point of view of realization of the manufacture, such as gathering materials, special operations, raw materials, accessory products, machines employed, fixed machinery, engines, machine tools, implements, results obtained, by-products, fittings and apparatus; papers from the economic point of view, such as cost of materials, labor, selling price; from the point of view of premises, sites and personnel of various kinds. These and other general points of view are common to the various branches of the sulphuric acid industry, as well as to a vast number of specific subject divisions. Again it will be necessary, in any case, to classify bibliographical material according to place, time, or language, or, it may be, according to the form of the work. Thus sulphuric acid manufacture may need to be treated from the point of view of country or period, or it may be desired to distinguish between large treatises, manuals, books of tables, popular descriptions, collected papers or historical studies.

It is obvious, therefore, that a classification, in which a separate class is allotted to each aspect of every conceivable subject divisions would occupy many hundreds of volumes. On the other hand, by classifying separately, in a number of auxiliary tables, as many of the attributes, m, n, p, as possible, that are common to a number of things, the size of the main classification of things represented by x is reduced to its smallest limit, and each class of the main classification can be subdivided as required by the use of the auxiliary tables. This is the principle of the Universal Decimal Classification, which is thus able to represent, in a single volume, almost every conceivable set of attributes in the universe.

It is unnecessary to describe Melvil Dewey's classification to American readers. It contains the germ of an idea which, developed afterward by the Brussels Institute, converted his classification into a powerful instrument of bibliography. There are certain general groups into which bibliographical material may be divided that are independent of subject, or common to a large number of conceptions. Thus at the head of each of the main subdivisions (e. g. of 5, Pure Science), there is a section

01 Philosophy, Theories
02 Compends, Textbooks
03 Dictionaries, Encyclopædias
04 Essays, Lectures, Addresses
05 Periodicals
06 Societies, Transactions
07 Education, Methods of Teaching
08 Collected Works
09 History.

Such subdivisions relate to the form or purpose of the work. For example, the Proceedings of the Physical Society would be numbered 53.06. Again under geology, 55, there is a section, 554 to 559, to be subdivided by countries like geography, 94 to 99. Altogether, a good many examples occur of the application of such an idea, but the classification as published was suitable for the purpose of arranging the books in a large library, and the principle of common subdivisions was not developed in detail. By its publication Dewey conferred a lasting benefit on bibliographers, and it is not to be expected that the original scheme should prove to be perfectly adapted to the indexing of scientific papers as a whole. The classification of separate articles requires much more subdivision than the grouping of books even on the largest scale. The main subject-classification itself requires to be more detailed, and when this has been developed as much as possible, there remain the various common aspects of a given subject to be dealt with.

Now, although, as it has been stated, Dewey's classification contains the germ of an extension by common subdivisions, this was not developed, and his tables have no places for grouping materials by common headings such as have been mentioned. Indeed, to provide for such subdivision as necessary in each case, without perfecting a system of general classes, would have increased the size of the classification to several hundred volumes. For this reason his scheme in its original form is hopelessly unsuitable for the preparation of a comprehensive index to knowledge, and appears never to have been used for bibliographical work on a large scale.

This was the state of affairs when, in 1895, the first International Conference on Bibliography was held in Brussels. The Conference had to search in a spirit of impartiality for the principles on which could be established a universal bibliographical classification. It decided that the Dewey system was based on such principles and was capable of being transformed into a highly satisfactory classification. As a result of the Conference, the Institut International de Bibliographie was founded, which undertook the work of perfecting the Dewey code.

Under the direction of MM. Otlet and La Fontaine and with the aid of their expert advisers, the classification itself was considerably extended and, in addition, the conception of auxiliary tables for common subdivisions was developed. These are two kinds: Analytical subdivisions that relate to special subjects only and Common subdivisions that may be added to any item of the classification. For example, general operations in photography are made into a group of special analytical subdivisions that are available for arranging matter relating to any of the various photographic processes. The numbers representing such subdivisions are preceded by a zero. For example, toning is one such division, represented by 0235, and this number can be added to any of the numbers representing a photograpic process. Thus *77.21* denotes silver processes in general, and *77.21.0235* means toning in relation to processes based on the use of silver salts.

Besides these special subdivisions that relate to particular parts of the classification, there are five tables of common subdivisions that may be used in any connection. The first relates to the form of the publication, and is developed from the general subdivisions of the Dewey scheme described above, the numbers being enclosed in parentheses. Thus (05) represents a periodical, so that a magazine restricted to acetylene welding, for example, can be indicated by adding (05) to the number for that process as *665.882(05)*. Table II comprises the geographical subdivisions. These are enclosed in parentheses. Thus (493) denotes Belgium. Consequently sulphuric acid manufacture in Belgium would be *661.25(493)*. Table III has subdivisions by language and Table IV by time. The fifth of these common groups includes all subdivisions corresponding to general points of view. These are indicated by numbers commencing with a double zero; e. g., 00311 represents net cost of the raw materials. If it is desired to classify a paper on that aspect of the sulphuric acid industry, it would be numbered 661.25.00311; and these ten figures represent an idea requiring eleven words to express it in English.

By such a logical extension of Melvil Dewey's scheme it was converted into a beautiful bibliographical tool of the greatest power that is suitable for work of the finest detail; and in order that the classification may be kept up to date, a Commission was established to issue additions as needed. From time to time, with the progress of science and invention, new divisions become necessary and are published by the Commission. Or, an expert who discovers the need may suggest a considered extension of the scheme, and if this is drawn up in accordance with the principles of the classification, it will be incorporated.

The principles of the Universal Decimal Classification may thus be summarized. The Classification aims at covering the whole field of knowledge, and is far more extensively developed than any other known system covering the same general field. Generally speaking, the classification is capable of dealing with the widest range of literature in any desired detail. The system has been used extensively for twenty-five years or more and many of the defects inherent in the original Code have been removed. But it is recognized that some specialists might still criticize its extent in certain particular fields for which the classification has not been used to a great extent hitherto. As such defects are pointed out they can be remedied so that the more general the application of the system the more perfect it will become.

A classification intended for international use must be provided with a notation. The system of decimal numbers has been accepted as the most suitable for such a symbolic notation, because it is at the same time ordered in an easily comprehended manner, it is independent of language, so that the order of the classes is the same in all countries, classified cards can be rapidly arranged in correct sequence by unskilled labor, and new classes can be intercalated without disturbing the order of the rest of the classification. The signs of association used in conjunction with the decimal numbers are also given an easily comprehended order of succession. They very greatly increase the scope of the classification and simplify the classification of the compound ideas, which are characteristic of modern research. As references classified by means of numbers linked by signs of association are filed under all the numbers specified; these signs insure that information indexed from one point of view shall be available to those who may need it from any other point of view from which it may be of interest. Moreover, the compound symbols, consisting of two or more groups of numbers connected by signs of association, are eminently suited to the needs of specialists who require to stress any one aspect of the concept at the expense of the other. In a general bibliographical repertory, arranged by this system, every aspect will be represented in its proper sequence, references bearing compound numbers, appearing under both headings, but the specialist may content himself with filing on the basis of his own requirements, using only those numbers in which his subject is given priority in the symbolic sequence.

The basis of subdivision follows the natural and accepted principle of from groups of wide extent to groups of great intent, but undue stress is not laid on any theory of natural succession. It is recognized that such theories vary with passage of time and that interdependence is as much a characteristic of modern knowledge as dependence. Practical utility is the sole criterion of development recognized.

Due allowance being made for the fact that the point of view regarding a subject is a necessary factor in defining a concept, the rule adopted is one concept, one class. Any apparent duplication of classes will almost always be found on examination to be imaginary. This quality of uniqueness of representation is regarded as of primary importance, and may involve some sacrifices on the part of the specialist, every one of whom is inclined to regard his own subject as a focus around which others revolve, and to attribute a more extensive range to his subject than other specialists would recognize. The solution adopted is to allocate one primary class number to the group in question and to indicate, if desired, its liaison with other groups by means of signs of association.

The extensive employment of analytical subdivisions representing attributes common to a whole group or sub-group of classes is an exceptional feature of the system which distinguishes the classification from all others. These analytical subdivisions enormously amplify the scope of the system, as they can be applied to whole groups of classes, and they simplify the main tables, from which common subdivisions can be deleted.

Owing to the adoption of a decimal notation, the scheme is indefinitely extensible, and the Commission de la Classification Decimale at The Hague is prepared to approve and adopt necessary extensions of the classes of any division, provided that such extensions conform to the basic principles of the system. A further opportunity for extension is generally afforded by the practice of reserving a portion of the available numbers in any group for future allocation. The length of the numbers is the one disadvantage that must be admitted. It is necessitated by the extent and complexity of human knowledge. It is the price that must be paid for the advantages of rationalization. Actually the symbols needed to express a compound idea are usually far fewer than the letters of the words required, while those having to index a great many entries in a single section may employ cards or slips on which the first common part of the decimal number is printed, or they may use a rubber stamp to stamp the first part of the number on each entry.

The advantages of the Classification are:

1. Its principles are such as have by past experience been found to be absolutely necessary and have the approval of all experts on classification.
2. Its flexibility and applicability are greater than that of any other system.
3. Its apparent complexities vanish on close examination, and an investigation will demonstrate that it has the characteristics of a practical machine, i. e., its accessory apparatus, designed to increase its efficiency, conceals the essential simplicity of its fundamental principles.
4. Its notation is pure, consisting of a single set of symbols only, the additional signs being restricted to their proper function of association with the pure symbols.
5. Its use reduces the labor and cost of bibliographical work to a minimum.
6. During its use for more than twenty-five years for the classifying of literature on many branches of science, some millions of bibliographical entries have been published on this system. Its use is now rapidly extending. Many biographies are issued that are classified by the Universal Decimal Classification. Those who employ it are enabled thereby to incorporate any desired portions of these bibliographies in their own work. At the same time any bibliographical work they may publish becomes available for incorporation in all bibliographies classified on the same system. So far as is known there is no other system that has been used on a large scale for the indexing of bibliographical material by more than a single institution.

There are still those who criticize the scheme, and even offer to prepare a better classification of their own subject. It will be obvious from what has been indicated above that no better classification than the Universal Decimal Classification could at present be prepared, except by accepting the principles which it embodies, and then only by a committee of experts having great bibliographical experience. There are indeed defects still existing in the Decimal Classification, but it is possible to remove them one by one as they become evident. To make a better scheme without further discoveries in the art of classification is practically impossible.

By adopting this system in the Science Library it has been possible to collect in a few years a Subject-Matter Index to periodical literature comprising more than a million and a quarter cards, which will increase in size and scope more and more rapidly as the use of the standard classification spreads.

The Dalton Plan and the High School Library

By Jane F. Hindman

Librarian, South Philadelphia High School for Girls

"LIBRARY ATMOSPHERE" is a phrase that I have heard on the lips of all librarians since the day I entered Library School. Of course, the first question raised in my mind was "What is this Library atmosphere?" My present definition of this elusive thing is a feeling that is generated in a library, large or small, when the patrons assume an attitude of intelligent interest in the information they are seeking, and the librarian is friendly and sympathetic; the two forming a pleasing atmosphere entirely free from restraint.

I would like to tell you how the Dalton Laboratory Plan almost miraculously put us in sight, at least, of that goal of all librarians, library atmosphere.

Before we began this plan our library was similar to many other school libraries throughout the country. It was used as an overflow from Study Hall with the librarian devoting much of her time to keeping order and checking up in attendance. The number of pupils who used the library during the day was small, but the before-school and after-school rushes were appalling. With the inception of the Dalton Plan this adjusted itself naturally and easily. The discipline problems have been solved, for since the pupils have time freedom, no one comes to the library except to study from the books in the library or to read. Textbook study, such as stenography, is banned. For this work the pupil must go to Study Hall. A busy girl is not one who needs to be disciplined. This changing of ideals of the library did not hurt its patronage. On the contrary the number of readers immediately tripled, and the number of books circulated doubled. The number of readers has kept at the new level for the last six years. This undoubtedly is caused by the new method of teaching which has brought the library into importance and made it the pivotal point of the school. It is the central laboratory for all classes. There are so many more books used in class work than formerly. Not only the pupils come to do their individual problems, but also any class may come at any period to do a part of its laboratory work. The library is open to the pupils during the entire school day. Even when there is a library lesson in progress in one end of the room, the other pupils are given free access to the books, and are permitted to work in the room.

Our activities are not restricted to the library room alone. We circulate books among the classrooms. A teacher, for instance, may wish to have a laboratory period in her room, so she sends to us for a copy of the different books she needs. She may keep them for a period, a day, a week, or in some rare cases a month. This all depends on the nature of the work and the size of the group working on the problem. If there is one small class who are the only ones in the school at that particular time working on a problem who need the advice of a teacher, it is better to have the books temporarily housed in the classroom. If there are several groups working on the same problems, it is much better for the books to be in the library that they may be available to all. In order that we may have the books accessible during the day for the use of those who have time freedom we allow the class books to circulate only overnight. Since we have only one or two copies of each of the books in demand this rule is necessary to insure the best use being made of them. We encourage the use of the books in school, for it is a recognized fact that it is better for the pupil to get started on her work in school where she has the proper equipment and sufficient time in which to do it. Of course, what has been started in school must often be finished at home, but a good beginning means that the battle is half won. Since so many pupils have an opportunity to do their problems in school there is not the terrible rush at the end of the day that there used to be when a topic was assigned and no time given in which to do it.

Possibly it would be well to tell you briefly the principles of the plan which has brought about such a happy change. Its first principle is individualized instruction. This is made possible by the abandoning of the old system of recitation five times a week. The teacher now holds a conference of the whole class at least once a week. The other four days she arranges as she sees fit. She might hold a meeting of an advanced group on one day, and one of a retarded group on another; she might hold the time free to discuss with an individual her particular problem. By this, the shy and backward child has as much of a chance as the one who is always anxious to be heard.

The second principle is a socialized environment. It is valueless to create a consciousness of individuality if at the same time the individual does not have developed in her a sense of responsibility to her neighbor. To insure this necessary consciousness the pupils are brought together in Home Rooms, and in their different classes they are divided into groups and committees which work together. They have their chairman and make their reports. Through the discussion of their problems among themselves they develop a respect for the opinions of others and a realization of their neighbor's rights.

The third principle is freedom with responsibility. I have seen people throw up their hands in horror at the mention of the word "Freedom" for high school pupils. They forget the two succeeding words "with responsibility." Even at that they are aghast. But why should they be? On the day a pupil graduates she is expected to handle her freedom with good judgment, yet she has been given no training in so doing. In many cases she graduates with the feeling that at last she has escaped from a prison where she was restrained every moment. What will she do with her freedom? Is it not better to treat her as a responsible person and train her to make worthy use of her time? This is a vital point in the training for life.

These three principles affect the library in a very definite way. The individualized instruction results in diversified assignments. Thus there is individual research going on all the time rather than the doing of a mass problem that is solved in the beginning by the librarian and handed on to each pupil who comes asking for it. The committees formed through the principle of socialized environment follow a subject farther, and go into more phases of it than the individual pupil ever would. Here, also, the library plays a part. The freedom allowed the pupils enables them to come to the library at all hours of the day to pursue the subject they have selected.

The pupils are divided into different groups according to abilities, and these groups use the library in various ways. The largest of these groups is the average. The slow average do only that which is required of them to pass. All their time is taken in doing the minimum work. They come to the library only to get those books which are definitely assigned to them. The advanced group do more than the minimum. After they complete the work required they are permitted to work on little problems. For many of these they find the material themselves. For others, they come to us for suggestions and help. The retarded or extension group are below average mentally and will never be able to complete the prescribed high school course. They are segregated for three reasons: that they might not hold back those who are better equipped; that they be not too much discouraged by a sense of failure; and that they get as much out of school as they possibly can. These girls do most of their work in the classroom. Our duty to them is to see that in their free time they are supplied with such simple books as will create an enjoyment of reading, and help them form a reading habit. At the other end of the scale we have the highly selected honor group. These girls have more freedom than the others, and each one of this group works on a project through an entire term, taking it from every point of view, and is able to go about her work intelligently without much more help from the librarian than the gathering of available material.

So that we may help the pupils to gain skill in the use of their tools we teach library lessons. There is no place provided for them on the roster. Formerly no teacher was willing to sacrifice any of her classes so that the lessons might be taught. Since the Dalton Plan has started to function, different teachers have come and asked us to teach their pupils the use of books and libraries, until now we have built up a definite course of library instruction.

Two lessons which serve as an introduction to the library are given to each freshman. The time for these lessons is taken from the English classes. The first lesson is a lecture on the care of books and arrangement of the library. The card catalog and main headings of the Dewey Decimal classification are also taught. The second lesson is a practice lesson on the card catalog and decimal classification. Each girl has a different group of questions for which she finds the answer during the class period held in the library.

To the Juniors who are to write an original essay in English, a group of five lessons is taught. Each girl makes a simple bibliography during these lessons, on the topic which she has selected for her essay. These bibliographies are made a step at a time. The first lesson is devoted to the explanation of the card catalog and the arrangement of books. The girls are told to look in the card catalog and among the books that come in the classification in which their subject falls, so that they might gather material for their essays. At the second lesson the relative merits of the encyclopedias are discussed and any useful information found in them is included in the bibliography. This lesson is followed by a period of browsing among the books. There is a lesson devoted to the teaching of the *Readers' Guide,* and one of discussion of the different types of magazines. To her bibliography each pupil then adds all the magazine references that she can find on her subject. All that remains now is that the bibliography be put in its proper form and handed in to be passed on both by the librarian and her teacher.

To the Academic seniors who are taking a course in Human Geography we give several lessons on the use of atlases, guide books and other useful reference books. Since this is an advanced group it has been found advisable to have them discuss the relative merits of each group of books in committee. The librarians go from one committee to another offering bits of advice.

We give a course of five lessons in the use of the business reference book to the seniors in the Office Practice Group. These lessons are considered a unit of their Office Practice work. Since the idea of this Office Practice course is to train the pupils to do the work they actually would do in a business office we try to carry out the same idea in our instruction. At the beginning of these lessons each girl is assigned a definite position. One may be a secretary to a mining engineer, another to a bank president. We explain the main features of the business books that are in our library and require each girl to look at these books and make a list of those helpful in her own position and to be prepared to defend her selection. At the next meeting these lists are discussed and each girl is given a set of three questions pertaining to her own position. The answers are found for these during the two laboratory periods allowed for this work. At the last meeting the difficulties encountered are discussed. The girls finish this course with the feeling that they will be able to handle the books that will be available in the offices into which they are going.

For each of these groups of lessons we have a guide sheet; that is, an outline of the work which each girl has in her own hands and which she follows. Some of the periods are used for lectures, others are laboratory periods with each girl doing her own problem. There is follow up work done in the classroom, and in the case of the junior English classes, a test is given. Any girl who fails in her library work, fails her month's work in English or Office Practice, as the case may be. With the freedom from constant discipline; the interest created through the pursuing of individual topics, and the opportunity for the development of a habit of intelligent use of books, we have promising material for making real library users. It remains only for us to do our part in creating the ideal library atmosphere.

Tools for the Readers' Adviser

By Alice M. Farquhar

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TO PUT IT CONCISELY, the necessary tools for a Readers' Adviser are brains and bibliographies, and the less she has of one the more she will need of the other. However, when I say that the Adviser should be constantly building up her file of bibliographic books, pamphlets and cards, I am not intimating that there is less gray matter at work in the Readers' Bureau than in other departments of the library, but stating that it is impossible to have too much help in the task the Readers' Adviser has set herself.

The best tool of the Adviser is a large file of reading courses, capable of adaptation. This, however, can only come with a period of years, and the question this article is attempting to answer is one constantly asked by new Advisers, "What books and pamphlets shall we buy to help us prepare study courses?" The book bibliographies are of four different kinds: books with which the Adviser may orientate herself in the subject, general bibliographies, bibliographies of special subjects, and books giving reviews. The first books the Adviser thinks of in the process of compiling a study course are those which give her a clear idea of the subject as a whole, its relation to other subjects the reader may have been following, its natural subdivisions, and the ones important enough to call for a special book if there is one. The most helpful, all-inclusive tool of this kind is the *New International Encyclopedia,* with its clear explanations and its bibliography of important books; *The Lincoln Library* is also helpful for its concise summaries of subjects, its bibliography and review questions. Columbia University's *Course in Literature,* the Alexander Hamilton set of *Modern Business,* and Crawford's *What to Read in English Literature* are also useful. The first and third show what scholars feel to be the most important literature of the various nations and periods, and the second offers a clear outline and explanation of business subjects. Such titles as Clay's *Economics for the General Reader,* Cunliffe's *English Literature During the Last Half Century,* Richardson's *Literature of the World,* Cross's *Development of the English Novel,* Elson's *History of the United States,* Hassall's *European History Chronologically Arranged,* 475-1920, and Gardner's *Art Through the Ages* refresh the memory on names of movements, periods, and personalities, and make for two of the characteristics of a good reading course, a well-defined subject, and logical arrangement of the reading.

The second group of books, the general bibliographies, divide themselves into those which simply make a selection of titles, those which select and annotate, and those which weave particular titles into running comment. Of the first type, Max Herzberg's *World of Books* is a good example. It is compiled by the head of the English department of a Newark high school, who had as his objective a list of books high school people would find interesting. It is arranged by subdivided subject under each of the four years of high school. Of the second type, those with annotations, one thinks immediately of the *A. L. A. Catalog* and *Booklist,* and at the same instant of Wilson Company's *Standard Catalog* — the high school, social science, fine arts, fiction and biography sections. Because so much of the Adviser's output is of the high school level of intelligence, the splendid new high school section is particularly helpful; a book like Stevens' *Home Guide to Good Reading* fills a need. There is also room on the shelf for a book like Gray's *Books That Count,* or Dickinson's *One Thousand Best Books* to satisfy the person who is always wanting to read somebody's five or ten foot bookshelf. The former is an English publication and not new, but has been found useful for annotations of old standard books, for which notes are not easily found elsewhere. The pleasantest book of this type so far is J. L. Bennett's *Much Loved Books*.

Then, in this group of general bibliographies, comes that type written by May Lamberton Becker, J. L. Bennett, Bessie Graham, Temple Scott and others, in which the annotation is in the form of running comment; sugar-coated reading courses, designed for the ultimate consumer, but more helpful to the Readers' Adviser. Mr. Bennett's *On Culture and a Liberal Education* and *What Books Can Do for You* are pioneers in this field, and particularly good because of Mr. Bennett's broad outlook and happy style. F. L. Mott's *Rewards of Reading* is one of the best of these. Taking fifteen broad subjects, like history, painting, biography, etc., he explains what to look for in books about them, and appends a selected list of titles. Mrs. Becker's *Reader's Guide Book* and her *Adventures in Reading* cover just the type of subjects asked for in the library, and are examples of one good type of presentation in reading courses. Graham's *Bookman's Manual* is a help in selecting editions and for its brief characterizations of the authors and their outstanding works. *Counsel Upon the Reading of Books* is a compilation of reading courses by experts in each field. Smith's *What Can Literature Do for Me*, and Temple Scott's *Pleasures of Reading,* open the eyes of the Readers' Adviser to new possibilities of pleasure and profit from reading. These last two titles lead to a type of book which is not a bibliography, but nevertheless a very helpful tool for the self-education process. I refer to books like Kornhauser's *How to Study* and Kerfoot's *How to Read*. The Adviser should be thoroughly familiar with them and should often recommend them to new readers.

In a good reading course the titles are limited to the essential ones only, and each makes a very definite contribution to the development of the subject. If a particular subject has been analyzed, and the particular books on each aspect of it chosen and described, that material should certainly be at the elbow of the Readers' Adviser. For instance, for help on history courses, she should have Andrews' *Bibliography of History for Schools and Libraries*; Channing, Hart & Turner's *Guide to the Study and Reading of American History,* and W. W. Davies' *How to Read History;* for fiction, Baker's *Guide to Best Fiction* and *Guide to Historical Fiction*, Kaye's *Historical Fiction*, and Speare's *Political Novel;* for general literature, Manly & Rickert's *Contemporary American Literature* and *Contemporary British Literature,* Schwartz's *Outline Study of French Literature,* and Green's *Negro in Contemporary American Literature;* for child study, Gruenberg's *Outline of Child Study;* for sociology, Zimand's *Modern Social Movements.* Veal's *Classified Bibliography of Boy Life* will help prepare a course for leaders of boys' clubs. Lovi's *Best Books on Spirit Phenomena* is on a subject becoming of more and more interest. Although advisory service at the present time is usually limited to help in the cultural subject only, an exception is generally made in the case of business subjects, and the Adviser needs Newark's *Twenty-four Hundred Business Books* and its continuation, *Business Books*, 1920-26, Berg's *Bibliography of Management Literature* and *A List of Practical Business Books,* compiled by Frances M. Cowan of the Dartnell Corporation.

In the preliminary selection of titles for a course, there are always some which the author or imprint seems to recommend and which on scant perusal pass muster, but the Adviser wishes more authority and goes to reviews for it. For the newer books she will have on file one or two of the newspaper literary supplements; for the others, Keller's *Reader's Digest* and certainly a complete file of *The Book Review Digest*. Even more valuable than these is the slip file of staff reviews, if the library has one over a period of years, for these will usually give a comparison between the title in question and others on the same subject in the library. Before going on to speak of pamphlets and card files, a word might be said for two continuations: *The Publishers' Weekly* should be on file for notice of new books and for clipping purposes, and *The Public Affairs Information Service* will also be found useful in its subject suggestions, for one branch of the work, help in compiling programs for women's clubs.

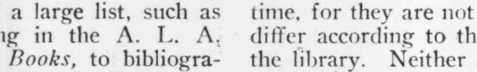
While the request from a new Readers' Adviser has always been for a list of *books* for the department, the hardest worked tools of the Readers' Bureau are not the books but the pamphlets and card files. The pamphlet files contain courses prepared in the department, and reading and study courses made by individuals and by organization headquarters. Some of these found useful are—those prepared by the A. L. A., Southern Bell Telephone & Telegraph Co., General Federation of Women's Clubs, American Institute of Sacred Literature, National Congress of Parents and Teachers' Bureau of Education, Workers' Education Bureau of America, and the National Adult School Union. They contain also reading courses of the various universities, as Wellesley, Amherst, Oxford, Smith, University of

North Carolina, University of Missouri, and Columbia; college lists of pre-college and college reading, like that of Trinity; the radio talks of the University of Pittsburgh; and syllabi of the courses in nearby colleges and universities. Likewise here, there are helps for high school reading, such as the Board of Education *Outline of Courses of Study* and Keyes' *Recommended English Readings for High Schools;* publications of the city, State and national government; publications of the various libraries, like Newark's *Aid to International Understanding,* Pratt's *Technical Books of the Year,* and Syracuse's *Gold Star List;* A. L. A. lists, H. W. Wilson Co.'s *Study Outlines,* those issued by nine or ten library commissions, and the annotated monthly bulletin of the library. Here there are lists published by the various foundations, like the American Scandinavian Foundation and the Foundation for Child Study. They yield up, on demand, publications which help in the compilation of reading lists for the weekly Forum, like those of the National Council for the Prevention of War. They yield up the Viewpoint series, and scores of other printed helps too numerous to mention.

The card file is a thing of slow growth and the result of loving attention. It differs radically in different libraries, because it reflects so much the personality of the attendants. In Chicago there are two: the subject bibliography file for use in evaluating a particular title or help in outlining a subject, and the subject fiction file. The former has five distinct kinds of information. It is, first, a bibliographic reference file, referring to bibliographies in books, magazines, *The Bulletin of Bibliography,* portions of a large list, such as the section on advertising in the A. L. A. *One Thousand Business Books,* to bibliographies in other parts of the library. It contains clippings from Mrs. Becker's column, typed lists of best books, and suggestions for club programs. Secondly, it is an authority file. It contains the verdict of experts on particular titles. If Horace Bridges says in a Sunday sermon that Machen's *Christianity and Liberalism* is the best statement of fundamentalism, in it goes. If Pauline Palmer puts in a good word for Henri's *Art,* that is also jotted down. If a certain title is used on a Columbia University home study course, a card says so. It contains Annunzio's list on modern dramatists. It lists individuals and societies which are willing to help on particular subjects or are experts on them. Thirdly, it refers to reviews in out-of-the-way places. Last of all, it includes material which might some day make some course more interesting or attractive, as a particular quotation, a beautiful description of a country, or interesting biographical bits about authors.

The fiction subject file was started at a time when we had an unusual amount of social case work. A young woman about to become a stepmother to a rebellious fifteen-year-old girl wanted stories showing a happy relationship between stepmother and stepdaughter, and the subject, Step-Children, was put in the file. A man trying to dissuade his brother from getting a divorce, wanted books showing the effect of two households on a child's character. A mother, afraid to have her son take a position in the tropics, was responsible for the heading, The Tropics and Degeneration, with books like Isa Glenn's *Heat* under it. Other typical subjects are handicaps, middle age, mother complex, marriage, religious perplexities, renunciation, etc. The staff, in reading old books, and in glancing over reviews of the new, is constantly on the alert for possible new headings and titles.

One could go on indefinitely listing particular printed bits which might be called Readers' Adviser's tools, but this would be a waste of time, for they are not standardized. They will differ according to the nature and location of the library. Neither are they as stable as the tools of the reference librarian, but must be constantly discarded and replaced. On the other hand, they are not expensive, and making them gives the Adviser the same sort of pleasure experienced by the antique hunter, or the thrifty housewife who succeeds in making something out of nothing.



Genealogy in a Tax-Supported Library

By Mildred A. Kenney

Head of Genealogical Collection, Denver Public Library, Colorado

"DRY BONES OF HISTORY" someone has called genealogy. Sometimes we do feel that way about other people's hobbies. The place of genealogy in a tax-supported library is a disputed one, but wrongly so. In THE LIBRARY JOURNAL of June 1, 1929, Mr. Harry Miller Lydenberg discussed the justification, function, divergence and problems of the special library in the Public Library. For the genealogical library as for other special libraries of this type, there are three essentials: It must reflect a community need, be the source of reliable information in its field, and justify itself in the service it renders.

Many supporters of our libraries are cynical about genealogy, consider it snobbish, undemocratic, un-American and far too specialized to justify such expenditure of the people's money. Not every community does need a genealogical department, but where there is the need for it why should it not be as well supported as art or music or science or literature? The demand will depend upon the size and location of the city, the character of the population, existence and activity of hereditary patriotic societies, availability of genealogical literature, financial resources of the library, and such minor considerations as any board will be ready to suggest. In 1925 Seattle sent out a questionnaire which, when returned, showed that out of twenty-five libraries in this country which specialized in genealogy five were public libraries. The survey did not show what circumstances led to the specialization on the part of these five but one can be certain that the movement found hearty response in the human nature of the patrons of any of these libraries.

Robert Lynd in an article in *Living Age*[1] says, "It is one of the minor tragedies of life that there are not enough ancestors to go around." He discredits the self-made man who pretends that he is indifferent to this sort of thing, and that he would rather be an ancestor than have one. He contends that every man is happier if even the heel taps of Norman blood are mingled with his own; and if he can trace his line back to some gentleman who led his tenants to the wars five hundred years ago, be sure he will let his friends know about it. Mr. Lynd himself does not pose as one "who possesses a genealogical tree from which golden fruits may be plucked." He represents "that very large class who, belonging to old but decayed families, have few ancestors." Granting the need manifest, and a growing usable collection of standard works extant; what service, then, can a genealogical department perform to justify its place in a tax-supported library?

There must be organization to care for the routine of the department and a library assistant who knows the collection—that goes without saying. Also need I say that to know the collection thoroughly she will not despise the crumbs of fact proffered, not with malice, but tentatively or even unintentionally by the well-informed among her patrons. Many of them will be professionals and are bound to know from experience much that a librarian can at best know only in theory or after a lifetime spent in the work. Even the amateurs are capable of astoundingly practical suggestions if one can but be open minded. Without the sympathetic interest of one who knows the intricacies of library method and is willing to be helpful, the richest collection is only an aggravation to the worker in genealogy. Patrons will come largely from the class which Mr. Lynd describes as having few ancestors. The librarian is the medium through which each one is enabled to do patriotic justice to all of them. To this majority of patrons genealogy is a treasure hunt, willingly, tirelessly conducted in and out of the library. However, there are those to whom ancestor hunting is a duty—a duty which, it is true, rests upon a very few as lightly as it did upon that character in *The Biglow Papers* whom Lowell makes to say,

> "Sence I've been here, I've hired a chap
> To look about for me,
> To get me a transplantable an' thrifty fem'ly tree."

The other extreme of seriousness is found in those who believe as one of the vital principles of religion that "God commanded men beginning with Adam to preserve these 'Records of the dead' " and that upon doing so depends the soul's salvation. Also, there is the high school youth who has caught the gleam from a social science teacher and with reverent, eager unbelief, comes to prove the miracle that history may have remembered the name or deeds of his ancestors.

It is important that the librarian understand a patron's motives in coming; is he inspired to undertake research for social ambition or as a patriotic duty, a pleasant diversion or as a sacred obligation, for personal aggrandizement or as a contribution to knowledge? Is he riding a hobby or consecrating a memorial? If he belongs to that body of men and women whose religious faith makes genealogy a God-imposed duty, his attitude of mind will be largely determined for him. If not, he may need to be led to consider what is his own object in research. Perhaps he is proving eligibility to membership in a hereditary, patriotic society. He will appear to be half ashamed of that, but he need not be and, though it is a worthy aim, he must not lose sight of the real importance attaching thereto. If he is of the superficial type, a faint glimpse of a Revolutionary ancestor or other illustrious American will satisfy him. He may fall by the wayside before the fascination of research has laid claim to him and forget that he walked for even a day in the ranks of the genealogist. Even when the course promises to be brief an enthusiastic librarian can lead him to make allowance for the fact that interest may broaden, family pride be stirred, curiosity awakened. Having placed himself in the way of its spell for ever so brief a moment he may catch that broader vision and be led to follow an insatiable desire for more of the data genealogy in all of its ramifications yields to the scientific worker. No matter how superficial the present aim may be, he can be helped to lay the foundation for lifelong study in which to receive all the benefits of his effort.

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[1] *Living Age*, CCCXX, 518.

But a patron may not be particularly interested in joining anything; he may only have a natural, perhaps secret, curiosity about his ancestors. Heirlooms and tradition hint at an ancestry of which anyone could be proud. Nobility veiled in uncertainty or obscured by remoteness is an irresistible lure. Every clue to its probability spurs him on to tireless effort which can only be satisfied when the dragon of incomplete records is overcome and every Jason has his coveted fleece in the form of an unbroken line of descent from royalty or a positive claim to an illustrious company of noble men—preferably warriors. He represents the other extreme of interest. The librarian need only make accessible the library's resources and rejoice with this man in each new victory.

Perhaps for another individual, family pride is justified by a long line of descent fully established. This patron may come bewailing his fate that such is the case. A patriotic librarian sees in that situation her great opportunity. It is true he will miss much of the thrill that comes with discovering an ancestor, but there is work for him to do. Tell him how valuable records wait to be published; how many need to be sought out in obscure places and to be preserved. One patron I know makes a practice of visiting book stores for the purpose of copying inscriptions from the fly leaves of books and the records in old Bibles. They mean nothing to her. Her family dates are established. She does this in the hope that sometime that information will be needed by some other enthusiast. Inspire to service the patron who regrets his genealogical task is finished. To a few enthusiastic genealogists research has appealed, not as an exercise in ancestor worship, nor as a rung on the social ladder, but as a scientific study to be correlated with history and eugenics. To these scholars the world owes much for salvaged records, clear vision, and conscientious research. No encouragement or assistance is too great to give them.

To another great class of genealogists who have loved genealogy for its own sake belong numbers of both men and women who have been denied that immortalizer—descendants of their own. Yet they long to be remembered. They brave the taunting fling of those who think they perceive irony in the enthusiasm of such for genealogy and spend their lives collecting records, hoping against hope that a future generation may appreciate the labor and call its donor blessed. Many a family history has been preserved for all time because a devoted aunt or uncle cast far-seeing eyes along the future and worked out in the time that was theirs such a contribution to the race.

Whatever the incentive to genealogical research there invariably arises the problem of where and how one shall begin. The public library should be as able to supply that information as any specialist in the field. Experience has shown that in genealogical research one cannot begin too near home. Encourage patrons to gather what information is available from the immediate family; older relatives and their intimate acquaintances and from family possession such as *Bibles*, letters and documents. A most readable and entertaining essay on how to hunt an ancestor is Frank Allaben's *Concerning Genealogy*. Two good articles on source material are: Joel N. Eno, "American Genealogical Sources and Genealogical Limitations,"[2] and E. J. Sellers, "Genealogical Investigation."[3]

There are some questions a public library genealogical department cannot answer. With the many demands upon the time and energy of assistants lengthy and involved research cannot always be undertaken, but with a knowledge of the working tools of a genealogical department and the rudiments of that science even a staff which is shared with other departments in the library should be able to keep the collection always available to patrons. Yet the most helpfully inclined may sometimes meet defeat. I recall one incident in my own experience. Mrs. Blank slipped cautiously into the department—spied the latest *Who's Who in New York* back of the reference desk and clung to it because her ancestors "came from New York—queer they weren't in it, they must be!" She looked accusingly at me. No amount of explanation would do. When almost forced to look at a volume which might contain the name of an ancestor she still clung to the book until she actually saw the name she was looking for. It was all off, however, when she read, "Samuel Livingston—five slaves." She threw up her hands in horror! "Land sakes, no!" she declared. "Them ain't my Livingstons. I know they couldn't had nary slave." And in spite of all I could do she turned to *Who's Who in New York*.

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[2] *Americana*, XXII, 421.
[3] *Gen. Soc. of Pa. Pub.*, IX, 120.

The genealogical librarian cannot afford to seem too busy. Patrons of the genealogical library are sometimes a timid folk and reticent about what they hope to find there. No more in the matter of genealogy than in any other interest can we afford to be Nehemiahs proclaiming loudly to the genealogically-inclined Sanballats, "I am doing a great work, so that I cannot come down." The public's work is the librarian's work. If a patron is interested in genealogy, that is reason sufficient for him to approach the assistant in charge for such help as he may find necessary to a clear understanding of use and location of indexes, arrangement of books, methods of research, and a knowledge of the resources of his own and other libraries.

The Denver Public Library does not make research for individuals, but does give the following service:

1. Explain the location and use of catalog and index.
2. Locate books.
3. Provide information on methods of research and the making of family trees.
4. Try to secure inter-library loan of genealogies from other libraries if the patron pays postage both ways.
5. Answer correspondence.
6. Serve as a clearing house for queries.
7. Accept and consider requests for new books.
8. Keep a register of addresses and the specific interests of patrons.
9. Supply new book lists each quarter.
10. Compile reading lists for individual or group study as the need arises.

If the patron is entering upon genealogical research for the first time the librarian may be able to direct him more quickly to the source he needs if he can supply some or all of the following information:

1. Reason for desiring information.
   (This may seem impertinent, but if prefaced by "You are interested in filling out your [D. A. R., S. R. or whatever society seems likely] papers?" they will usually admit it if true, and if not eagerly tell you all about why they have come.)
2. The name of the ancestor about whom information is wanted.
3. The approximate locality.
4. Such dates as are known.
5. Pertinent traditions.
6. Related names.

Much of this can be set down on a simple "family tree" which some libraries have found it worth while to supply free in multigraphed form. It is a good basis for explaining methods. It also gives confidence to the patron. He will be surprised to see how much information he has at hand when he gets it down systematically on paper.

In a public library there are, roughly speaking, ten classes of genealogical material, namely:

1. Compiled family histories.
2. Local histories.
3. Vital records.
4. Government documents.
5. State archives.
6. Compendiums, peerages, etc.
7. Genealogical magazines.
8. Nomenclature.
9. Heraldry.
10. Miscellaneous and clippings.

These should be indexed or analyzed, if no printed index has been published.

One strong point in favor of genealogical departments in our public libraries is the cooperation which is possible with other departments—history, general reference, government documents, biological sciences and even fiction. Many patrons will be interested in the pre-American history of their American ancestors and want to study the ideals of their fathers back where those ideals began in Fifteenth Century France or England or Ireland, or they will be interested in eugenics and the genealogy of human traits. The circulation department is able to contribute to that broader side of genealogical research. If research is to be really fruitful the librarian must encourage the genealogy habit in the recreational reading of her patrons also. She must encourage them to preserve their records, the fruit of their research. Few perhaps have written books. Assure them that they are not the only amateurs with such an ambition.

Genealogical research can be accomplished nowhere more successfully or satisfactorily than in the well-organized genealogical department of a public library. Encourage your patrons to seek their "Pirate ancestors." Make genealogy cease to be "Dry bones of history."

THE
LIBRARY JOURNAL

December 15, 1930

Editorial Forum

AN INTERESTING controversy has raged within academic circles on the tendency of universities and colleges to include in their curriculum courses on all sorts of subjects so that, under domestic science, even cookery becomes a branch of college education. Universities with their tens of thousands of students and innumerable summer courses have developed a range of studies beyond the wildest imagination of a generation ago, and perhaps it is time to call a halt on this too great diffusion of knowledge! Incidentally, there is a specific danger that in the growth of demand for librarians there may be included courses in library science which are entirely inadequate for the special needs of professional education, and therefore delusive and harmful in their results. This danger has wisely been taken up by the committee of two on the survey of southern library schools; a committee consisting of Miss Sarah Bogle, with widest library experience, and Miss Tommie Dora Barker, whose special knowledge of the South has caused her appointment as Regional Director therein. What they have to say in this special field is applicable North as well as South, and may well be considered by librarians and educators. Proper equipment should be a first requirement in all education, especially professional education, and inadequacy of equipment of teaching staff or of opportunities for practice, may turn out half-baked librarians who are simply doing more harm than good, if they are received as thoroughly trained members of a professional class more and more required. Therefore, the word to the wise put forth by this committee is well worth consideration throughout the the field.

* * *

IN THIS REPORT attention is wisely directed to the question of salaries in southern libraries which are even less adequate than those in the North, where they are as yet none too liberal and often much below those of teachers. The South needs to hold, first of all, the graduates of its own library schools to serve among the people they know best. This would scarcely be an adequate supply for the demand of the southern library field as it needs to be developed and the missionary spirit among librarians should bring many graduates of northern schools to seek employment in the South where, especially under Miss Barker's guidance, they can be of the greater service in making the profession truly national and thoroughly effective in the states whose needs are greatest. School libraries are to show the great progress of the next decade in the library field and nowhere should this development be more marked and more effective than throughout the new South, which needs libraries to keep up with its industrial and other developments so remarkable within this generation.

* * *

CIVIL SERVICE reform has spread to good effect throughout most of our states, but the District of Columbia has for years lacked the advantage of the merit system in its local service. President Hoover has now taken the wise course of permitting the District Commissioners to confine appointments to the Civil Service Commissioners' eligible lists. Incidentally, this has brought up the question of whether libraries should or should not be restricted to those who have been accepted for eligible lists whether in the District of Columbia or in our municipal libraries. In many cases a library has a merit system thoroughly worked out which is, on the whole, superior to the less specific method of test of the Commissions. This has been recognized in the District of Columbia by permitting the library to make its own training and examination the sufficient test. This question comes to the front also in Greater New York where, for instance, the Brooklyn Public Library has a most thorough method of test, both for entrance into and promotion within the service. Such a library system is a thorough safeguard against political influence, preferable to the local civil service commission. On the other hand, where libraries do not have such a system, and are subject to political influence, it is far better that they should be under the civil service system than left open to the influence which, a generation or so ago, was the determining factor in political appointments throughout the country.

* * *

A MISOGYNIST of extraordinary character has just been disclosed in a bequest to the town of LeMars, Iowa, by Townsend M. Zink, who is reported to have left six million dollars for the establishing of a library in which no women should have any part whatever whether as library worker, as trustee or as author. This is going a good ways in the other direction from the pronounced femininity of the profession and doubtless his request will be considered impracticable, unless the town decides to make itself notorious by such a unique mono-sexual institution. In contrast, should be mentioned the modest bequest of Miss Myra Poland, who, after her long service in the Wilkes-Barre Public Library, in succession to Hannah B. James, has left her entire life savings to the institution which has had her life's devotion. There is here something of a parallel between the Dives of Scripture and the widow's mite!

* * *

A VAST AMOUNT of brain work and enthusiasm go into the bibliographies and reading lists prepared each year by library school students. Nothing should interfere with the preparations of these lists, so badly needed. Yet they generally remain buried in the school files, or, as suggested in Miss Kirsch's article on bibliographies in a recent issue of THE LIBRARY JOURNAL, are used only in the one or two libraries which initiate or discover them. Some means ought to be found by which all these good lists may be duplicated, at least in mimeograph form. The cost of such duplication is very small. It has again been suggested that some clearing house be created so that the entire profession may know about lists being completed or under way, both in the schools and in various large libraries. Someone who can spare the time ought to volunteer to gather this information, as THE LIBRARY JOURNAL has already offered to devote reasonable space to it, and even this would enable each library to know what valuable lists are available for its own reference workers. J. L. W.

* * *

CORRECTION should be made of an editorial statement regarding the California State Library and its recent and present heads. The appointment is "at the pleasure of the Governor"—a term even more unsatisfactory than a yearly appointment. On Mr. Ferguson's departure for his South African mission, since there was no legal provision for the assistant-librarian acting during his absence, the Governor appointed Miss Gillis as state librarian, with Mr. Ferguson's approval, and on Mr. Ferguson's return Miss Gillis resigned from the office and Mr. Ferguson was reappointed. It is only right that the record of this be made correct.

"A Book! A Book! My Life for a Book!"[1]

Thus wrote Coluccio Salutati, the great Chancellor of Florence, Aug. 31, 1392 *? to Ser Giovanni Lippi, worthy citizen of Arezzo, Italy, in a Latin Epistle, which is now Englished by Thomas G. Schwartz, College of the City of New York Library.*

"Dearest Brother,

"I hear that you have a very large stock of books: a source of much happiness, indeed, to a scholar. I rejoice at this news. Verily, when one book may unlock another, what greater good fortune can come to a man eager to gain new knowledge than to have a plentiful supply of books and to be able to satisfy a desire so laudable with facts right up to date? I do not know how others feel about it, but, as for me, I want all to know that, although by God's most benign indulgence, I am happy—as is apparent to you—with a famous office, many children, a strong and healthy body, and with more money than the needs of my family and of myself require, yet nothing is more precious and more dear to me than that sufficient supply of books which has been accorded me as a gift of the same God.

"For, while I delight in, and am happy with, my other possessions, books I not only enjoy and exult over, but what is more, by means of them I perfect myself, and from them I acquire food for thought.

"However, if there are any among my books that you would like, please feel free to write for them. I shall certainly regard it as a pressing duty to further your studies with my darling books. Moreover, I would ask you, for your part, not to withhold from me any uncommon and rare book that may, perchance, have come into your possession.

"And, because I have learned from information supplied by various persons that you possess many of Cicero's works in large script, and because you have been able to acquire them every day, as they are plentiful enough, I beseech you on the score of our common interest in the same studies and on the strength of our real delight in them, yea, in any other way that I can more effectively and as vigorously as my old age will permit—an old age that is now afflicted with failing eyesight—I do implore and beg of you to sell me a copy in that script at a fair price. In this transaction, please deal with my dearest brother, ser Guccio di Francesco, as you would with me.

"Fare thee well, O fortunate One, and remember me."

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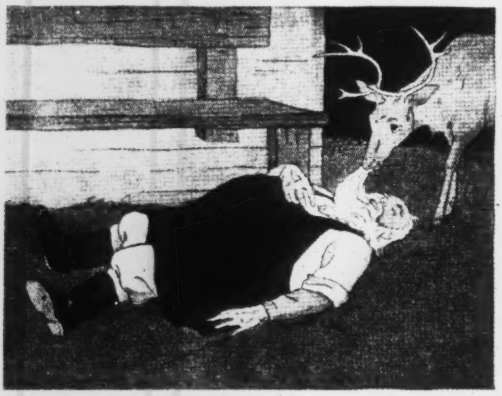
[1] The translation is based on the Latin text of Francesco Novati's, *Epistolario di Coluccio Salutati*, vol. 2, p. 385, ll. 4-19 incl., and p. 386, ll. 1-12 incl., Rome, Forzani E.C., 1893.

Librarian Authors

NELLIE M. ROWE, librarian of the Greensboro Public Library, North Carolina, is author of a book of children's stories entitled *My Magic Storyland.* In her work with children she found a great demand for stories of other countries and this was one of the incentives that decided her to write a few stories to satisfy this need. The stories were told at the story hour in her own library and became so popular that they were requested by some of the city schools and other schools throughout the county and state. This popularity induced her to collect the stories as a whole and *My Magic Storyland,* a book of fairy and animal stories of other lands, was published by Albert Whiteman in November, 1929.

After completing her education, Miss Rowe entered the Carnegie Library at Greensboro as an assistant where she remained until 1914 when she went to the Atlanta Library School, Georgia, for her library training. Upon completing the course she returned to the Greensboro Public Library and in 1920 she was appointed librarian. Realizing the great need of the rural population for good books Miss Rowe, after innumerable difficulties, at last succeeded in getting sufficient funds to purchase a county book truck. The work has been a marked success from the first and her own pleasure is shown in the following statement, "It was one of the happiest days of my life when I saw my hopes realized and the county book truck start out on its first visit to the people of my county."

NELLIE M. ROWE



How Santa Claus Lost His Whiskers. Taken from "My Magic Storyland"

In 1926-27 Miss Rowe served as president of the North Carolina Library Association. During her term of office she made a number of visits to different parts of the state stressing the great need of better library facilities. She has also taken a great interest in the Citizen's Library Movement of North Carolina. In addition to her interest in the spread of library work in the State and at large, she states that her real interest lies in child development through wholesome early training in good literature. The observance of Children's Book Week has for some time been an outstanding event in the Greensboro Public Library and in 1928, during a visit from Anne Carroll Moore, the library staged a pet parade in which some fifty books were represented by the children and their pets, ranging from the *Three Boy Scouts in Africa* to *The Little Red Hen.* In her spare time from her administrative duties she is often to be found among the children in the Boys and Girls Department of her library.

While *My Magic Storyland* is Miss Rowe's first book, she has written a number of articles on library subjects. She is a member of the A. L. A., a member of the Committee in Charge of the National Student Forum on the Paris Pact, and the North Carolina Council of Administrative Women in Education.

Southern Library Schools Survey

FINDINGS AS TO EXISTING CONDITIONS

IT IS LOGICAL to expect the State supported institutions of higher learning to feel an obligation to offer training for all types of service required in those agencies toward which the institutions have a responsibility. If this expectation is accepted as reasonable, it might seem that the problem of education for librarianship for the South is solved, and it only remains for the several State institutions to fulfill their recognized obligations. This statement may be accepted in principle but must vary in fact and application according to conditions. For example, in one State without an articulated system of education, a privately endowed institution seems the place to develop a complete program of library training rather than the State university, because the former is located in an environment where varied and well-developed types of libraries are available for observation and practice; in another State, library development does not seem to be far enough advanced to make it desirable for the State university or any other institution, State or private, to offer as yet a full year's curriculum in education for librarianship. For the time being it would seem wise for this State to depend upon library schools outside its boundaries for training on the higher levels, and to limit its functions to training for the lower levels of school librarianship only.

Because of the aroused interest and the unregulated growth of courses in library science, certain evils result. The following points are forced to attention.

1. *Too many institutions are trying to give courses in library science.*

   In their commendable zeal to meet an urgent need, many institutions are introducing courses in library science into their curricula without adequate knowledge of the requisites or even clearly defined objectives.

2. *Lack of defined library organization, trained staff, and adequate book collections; equipment and budget.*

   Instruction in library science is being attempted in some institutions where the library has not a professionally trained person on the staff, where the library is unorganized, where the books are either worn out completely or badly in need of repair, and where there is not a piece of standard library equipment. Obviously, training in such an environment will not further the cause in the name of which the training is given.

3. *Lack of suitable equipment for offering courses,* such as practice collections of books, professional libraries, study rooms, etc.

4. *Lack of adequate financial support.*

   Courses are frequently being introduced into the curriculum without any provision in the budget for their expense.

5. *Tendency to require members of the staff of the library to add teaching duties to their already heavy schedules.*

   In one institution with an enrollment of about 500 students, where the staff consists of two trained librarians and part-time student assistants, a curriculum of thirty semester hours in school library work is being offered, the two members of the staff being also the teachers of the courses in library science.

6. *Teaching frequently is being done by those whose training and experience do not fit them for the work.*

   The question of teachers in library science is a serious one. The demand is so great at the present moment that institutions are having to accept as teachers those who qualify only technically, without taking into consideration aptitudes and experience.

7. *Tendency to offer separate or unrelated courses that do not combine into a satisfactory curriculum.*

   This again is a serious problem. Too frequently those planning the courses have no special knowledge of curriculum-building and evidently consider that the difference between a six, twelve, twenty-four, and thirty semester hour curriculum is one of hours only, and that the successive levels of training can be offered simply by adding more courses until the required number of hours is reached without regard to the content of the courses and consideration of the correlation of the whole.

8. *Interest in courses given in summer that cumulate into a full year's work.*

   There evidently will be a great demand for this type of curriculum especially from teachers who wish to prepare for library work, but who cannot give a consecutive year to study. In developing such courses, however, care should be taken that the conditions, environment, financial support, faculty, equipment, practice field, etc., equal in every way those that would be suitable for a regular library school conducted during the academic year.

9. *General variation in the academic recognition for the courses.*

The results of a library school survey in Southern states, undertaken early in 1930, by Sarah C. N. Bogle and Tommie Dora Barker.

Questions that arise out of this that need consideration are those concerned with the transfer of credit, adoption of unit courses, etc.

RECOMMENDATIONS

From the study of data, from interviews with leaders, both librarians and educators, and from first-hand impressions, certain trends seem definitely to mark the types of training needed and the locations for training centers. It is evident that the region must be considered as a whole, because individual States are not ready for financial reasons to assume the whole burden of training, and because in some States certain types of library service are not yet sufficiently developed to furnish suitable environments for rounded training. It is desirable that effort should be concentrated upon the development of strong training centers; too many gestures are now being made, and some pressure resistance needs to be developed.

Certain places stand out as good locations for certain types of development. Atlanta, Birmingham, Knoxville, Greensboro, Baton Rouge and Baltimore recommend themselves as strategic points for the development of strong centers of training for several types of library work.

Atlanta, of course, is already an established center, and with the reorganization of the library school of the Carnegie Library of Atlanta as an integral part of Emory University, its immediate expansion is assured. This school should begin to plan immediately for advanced graduate work in the field of education for librarianship.

With the combination at Birmingham of a well-developed library environment in the Birmingham Public Library, with its county work, the growing school libraries under the Board of Education, and a library-minded institution such as Birmingham-Southern College, there would seem to be no question but that a library school offering a high grade of work should be developed when sufficient demand for trained librarians is proved.

The University of Tennessee, Knoxville, already has the foundation for satisfactory training for the lower levels of school librarianship. It should develop a full year's curriculum in school library work and go on to the field of general library training in view of its advantages in location.

North Carolina College for Women, Greensboro, has well-established courses for school librarians which have been provisionally accredited by the Board of Education for Librarianship. The work now offered should be developed further on the basis of a senior undergraduate library school.

The University of Louisiana is now offering summer courses that cumulate in successive summers into a full year's curriculum. Because of the increase in parish libraries in Louisiana, there is apparently need here for a library school of graduate grade offering courses in the academic year as well as in summer quarters. As the situation develops in the lower South, Tulane University will probably establish a library school. Recent developments in the plans for exchange of students with our neighbors to the south, Mexico and South America, suggest where the emphasis may be placed at Tulane.

At Baltimore, as before stated, Johns Hopkins University, through its College of Education, will probably come into the Southern plan through the establishment of a library school.

Other strategic points in the region at present are being taken care of through recent grants; i. e., the University of North Carolina and the George Peabody College for Teachers. The University of North Carolina, with its new library school, which will open in 1931, will undoubtedly develop all types of training, but emphasis may be placed on the preparation of librarianship for universities and colleges. With research and bibliography well in the foreground, graduate work will be developed.

Because of its position in education in the South, Peabody will have an unusual opportunity to contribute to school libraries. It should organize its present courses in library science into a strong curriculum in school library work and develop a training center which should go beyond the mere training of school librarians into the field of research.

Virginia, Florida, and Kentucky should each develop one center offering a full year's curriculum for school librarians. Until the public library field is further developed, it is probable these States should not yet attempt to train for general library work, but should look to their neighboring States for such training.

Because of the excellent beginning already made, and because of the quality of its leadership, Alabama College, Montevallo, Ala., seems a point for developing a full year's curriculum in school library work.

It is recommended that until their library service is further developed, Mississippi, South Carolina, West Virginia and Arkansas limit their activities to developing training for teacher-librarians only up to the sixteen semester hour level. The State university in each State would seem the logical place for this instruction. The libraries in institutions where courses are to be offered should be expanded.

The training of teacher-librarians and school librarians, particularly the question whether they can be prepared in teacher-training institutions, should be given further study. Here is where much experimentation may be expected.

If the weak points rather than the strong seem to have been emphasized in this report, it is because the purpose of the survey is to be helpful, and the builder always wants tests of the strength of his material before he begins to build.

Record should be made, however, of the generally prevailing desire on the part of administrators to do honest, sincere work of a grade that will advance the profession of librarianship and the cause of libraries.

It is recommended:

1. That quality must not be sacrificed to quantity in training librarians under the pressure of a time limit. This recommendation cannot be made too strongly.
2. That first attention be given to the strengthening of the library schools already established or provided for before starting entirely new schools.
3. That new schools be undertaken only when the need is clearly proved, and after geographical relation to existing schools has been considered.
4. That Dr. Bachman's report on school libraries, due in October, be awaited before many new courses in school library work are undertaken.
5. That numerous weak courses in school library work be discouraged.
6. That the Association of Colleges and Secondary Schools of the Southern States adopt standards for institutions proposing to train school librarians for high schools accredited by the Association, which will insure proper auspices and environment for such training.
7. That orientation courses be given for school superintendents and principals on the place of the library in the school program. These courses should be given by librarians whose vision and background of experience are broad enough to enable them to tie up the subject of school library development with the whole program of library service, public, county, etc.
8. That open fellowships and that scholarships for the South be sought not only for advanced study but also for first year professional work. Some of the former should be limited for the present to those preparing to teach library science in the South.
9. That an institute for teachers of library science in the South be planned similar to the one conducted at the University of Chicago several years ago.
10. That foundations be encouraged to aid in the improvement of libraries in institutions offering courses in library science.
11. That attention of library boards and administrators be drawn to salaries that they may be sufficient to bring back to the South those librarians who are taking training elsewhere, and to keep in the South many of the best graduates of its own schools.
12. That when the next library school for negroes is started, it may be at Atlanta University as an institution well adapted to its satisfactory conduct.[1]

This report would fail to express true findings if it omitted an expression of admiration for what is being done in the thirteen States considered and if it made no record of the belief that a library future of world importance is evident. It has been a privilege and a source of new strength to participate in the deliberations of those in whose power rests that future.

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[1] It is suggested, however, that representatives of institutions and agencies interested may find it desirable to hold a conference for the discussion of future developments in education for librarianship for Negroes.

In reading the following report it is suggested that two major recommendations be kept in mind.

1. That, other things being equal, the State University is the logical place for the establishment of the first library school in a state. The recommendations which are made in this report under the individual states are based largely on present conditions and on probable improvements in the immediate future. It is possible that in some instances a longer look will suggest the selection of the State University as the place for library school training in spite of present handicaps.

2. That the summer courses and other short courses for school librarians or teacher librarians, established to fill the immediate demand for librarians in high schools which must meet the standards of the Southern Association, should not be allowed to grow into permanent library schools if the result is to be an unnecessary duplication of training within the state. It is entirely possible that after the present demands are met one or at most two training agencies in each state will be more economical and more efficient than a large number.

Magazine Guide Free

"The Librarians' Subscription Catalog and Guide to American Periodicals" has just been published by the F. W. Faxon Company, 83 Francis Street, Back Bay, Boston, Mass. It includes four thousand periodicals, giving price and how often issued, but there are other useful features which all librarians will appreciate. There is, at the end, an alphabetical list of six hundred fifty-nine American periodicals, covering all that are included in eight of the general periodical indexes, showing in which index each magazine may be found, and telling what and how many volumes these magazines published in 1930, how many numbers make up a volume, and just how the title page and index is issued—whether as part of some issue, or supplied only on request. If no index is published, that is indicated. Sent free on application.

For Sale

Princeton University Library offers for sale *Railway Age Gazette*, volumes 30-49, 51-58; and *Supplement, Daily Edition*, volumes 39, 45, 46, 50 and 52; all bound but some broken in hinges; the lot for $75. If not sold as a set, separate volumes will be supplied at $2.50 each.

School Library News

Reference Books and Aids for the High School Librarian

(*Compiled by Agnes King*)

AIDS

Administration of the School Library

Fargo. *The Library in the School.* A. L. A. 1930. $3.

Logasa. *The High School Library.* Appleton, 1928. $1.75.

Wilson. *School Library Management.* 4th ed. Wilson, 1925. $1.25.

Cataloging and Classification

Akers. *Simple Library Cataloging.* A. L. A. $1.25.

Dewey. *Decimal Classification.* Abdg. ed. Wilson. $2.50.

Sears. *Subject Headings for Small Libraries.* Wilson. $2.50.

Book Selection

ELEMENTARY SCHOOL LIBRARY

Beust. *Graded List of Books for Children.* A. L. A., 1930. $2.

Sears. *Children's Catalog,* 4100 books. 3d ed. Wilson, 1925.

Service basis. (New edition announced.)

—— 4th Supplement. 1926-29. Wilson, Service basis.

HIGH SCHOOL LIBRARY

Brown. *Standard Catalog for High School Libraries,* 2600 titles. Wilson, 1926. Service basis.

—— *Supplement,* 1926-29. Wilson. Service basis.

Schmidt. 500 *Books for the Senior High School library.* A. L. A., 1930. 75c.

Reference

Mudge. *Guide to Reference Books.* A. L. A., 1929. $4.

—— *Supplement.* A. L. A., 1930. 60c.

Subscription Books Bulletin. A. L. A., $1 per year.

Walter. *Periodicals for the Small Library.* 5th ed. 1928. 90c.

Wyer. *Reference Work.* A. L. A., 1930.

ENCYCLOPEDIAS

Encyclopedia Americana, 1918-28. 30 v. $120; $150. Library buckram.

Encyclopaedia Britannica, 1929. 24 v. Library edition, $129.50.

Lincoln Library, 1929. Frontier press. $15.50.

New International Encyclopaedia, 1914-16. 23 v. Dodd, $168; Popular ed., 13 v. $105.

—— *Supplement,* 1930. 2 v. $20.

Compton's Pictured Encyclopedia. 10 v. Compton, 1922-28. $55.

World Book. 12 v. Quarrie, 1928. $69.

DICTIONARIES

Webster. *New International Dictionary.* Merriam, 1909. $16.

—— *New Words.* Merriam, 1927. $1.25.

Standard. *New Standard Dictionary.* Funk, 1913. $16.

(Many revisions in later printings.)

Winston. *Winston Simplified Dictionary.* Winston, 1927. $2.88.

The American Book Company issues simplified forms of the Webster dictionaries for secondary and elementary schools. These can be bought for individual student use. Publishers of encyclopedias and dictionaries send out sample pages and pamphlets that are useful in teaching the use of these reference books.

YEARBOOKS AND ANNUALS

A yearbook to keep up-to-date the encyclopedia the library owns is necessary, usually the *New International* or *Americana Annual, American Yearbook.* American Yearbook Corporation, $7.50; buy for large school libraries, occasionally for small.

Statesman's Yearbook. Macmillan, $7.50. Buy as above.

U. S. *Congressional Directory.*

U. S. *Educational Directory.*

U. S. *Statistical Abstract.*

These are free and essential.

Wisconsin Blue Book. Free.

World Almanac. New York World, $1; cloth. Cheap and indispensable; every year.

RECENT HANDBOOKS

Crowell's *Handbook for Readers and Writers.* Crowell, 1925. $3.50.

The most generally useful of all the handbooks.

Women of Today. Women's press, Washington, D. C., 1929. $3.

INDEXES TO PLAYS, POETRY AND HOLIDAY MATERIAL

Eastman. *Index to Fairy Tales.* Faxon, 1926. $6. (*Children's Catalog* [Wilson] excellent fairy tale index, also.)

Firkins. *Index to Plays,* 1800-1926. Wilson, 1927. Service basis.

—— *Index to Short Stories.* Wilson, 1923. Service basis. Supplement, 1929.

Granger. *Index to Poetry and Recitations.* Supplement, 1919-28. McClurg, $8.

Hazeltine. *Anniversaries and Holidays.* A. L. A., 1928. $6.

List distributed at October meeting of Wisconsin Teachers' Association, Milwaukee, Wisconsin.

Logasa and Ver Nooy. *Index to One-Act Plays.* Faxon, 1924. $6.

Sanford and Schauffler. *Magic of Books;* a Book Week anthology. Dodd, 1929. $2.

Silk and Fanning. *Index to Dramatic Readings.* Faxon, 1925. $5.

Wurzburg. *Children's Short Story Index for Special Holidays.* Faxon, 1928. $1.50.

HISTORY

New Larned History for Ready Reference. 12 v. Nichols, $105.

Chronicles of America. 50 v., $250; or 26 v. ed., $75. Yale press.

Pageant of America. 15 v., $75. Yale press. (Largely pictorial.)

SHELF BOOKS USEFUL FOR READY REFERENCE

HISTORY

Bowman. *The New World.* World Book Co., 1928. $4.80.

Quennell. *History of Everyday Things in England.* Scribner, $5.

—— *History of Everyday Things in Ancient Greece.* 1929. Scribner, $5.

The library should have for reference a good textbook of U. S. history and one of general history.

ART AND MUSIC

Gardner. *Art Through the Ages.* Harcourt, 1926. $4.

Gerwig. *Fifty Famous Painters.* Crowell, 1926. $3.50.

Standard Catalog for High School Libraries; Lists of pictures, slides, films, at beginning of 700's.

Bauer and Peyser. *How Music Grew.* Putnam, 1925. $4.

McSpadden. *Opera Synopses.* Crowell, 1921. $2.50.

Victor Book of the Opera. Victor Talking Machine Co.

SCIENCE AND INDUSTRIES

Beery. *Stuff.* Appleton, 1930. $5.

Rush and Winslow. *Science of Things About Us.* Little, 90c.

Former edition called *Modern Aladdins and Their Lamps.*

Webb. *High School Science Library for 1929-1930.* Peabody *Journal of Education,* 10c.

Goldstrom. *Narrative History of Aviation.* Macmillan, 1930. $5.

Sterling. *Radio Manual.* Van Nostrand, 1929. $6.

Also standard textbooks on each subject needed; biographies of inventors, scientists, etc., contain information on industries, as Lansing, *Great Moments in Science.*

BIOGRAPHY

Who's Who in America. A. N. Marquis Co., Chicago, $8.75. For contemporary biography.

General encyclopedias, especially the *New International* and *Americana.*

Collective biographies; of these there are numerous recent books.

Dictionary of American Biography. 5 v. out; to be complete in 20 v., $12.50 per volume. Scribner.

Expensive, but larger school libraries are buying it. Can only be bought over a stretch of years.

Pamphlets, free or at small cost, are often sent out by an author's publishers. Biographies of authors may be obtained in this way and kept in the pamphlet file.

Biographical manual of contemporary writers. H. W. Wilson Co. About 400 biographical sketches, most of them about a page in length. Publication may be expected by late fall.

Another Solicits Funds

To the Editor of THE LIBRARY JOURNAL:

A young woman giving the name of Miss Esther E. Reardon of Haverhill, Mass., has recently secured funds from professional people in several towns and cities for the publication of a Library Bulletin which is non-existent.

She claims to have produced Bulletins for more than forty libraries, but investigation has brought to light no issue of any Bulletin. She solicits almost entirely from dentists and doctors, and gives them to understand that the proceeds are to go to the library named. This claim is unfounded.

DOROTHY ANNABLE.

Secretary, New Hampshire
Public Library Commission.

A Correction

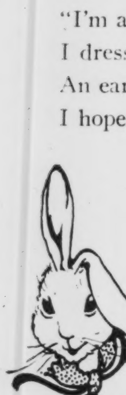
IN THE issue of Dec. 1 of THE LIBRARY JOURNAL an editorial statement was made that Henry Bruere, publicist, headed the Committee on the Status of Librarians of the Public Libraries of the City of New York. Dr. Howard Lee McBain is chairman of the committee, Henry Bruere is treasurer, and Spencer Miller, Jr., is secretary.

GRACE A. CONWAY.

The Children's Librarians' Notebook

TIMOTHY CRUNCHIT THE CALICO BUNNY. By Martha Jane Ball. *Laidlaw.* $1.50.

"I'm a Calico Bunny Brown,
I dress in Calico,
An ear perks up—and one flops down,
I hope you like it so."



After such an introduction what child can resist Timothy Crunchit and all the rest of the Calico Bunnies who live in the Calico Village? The children from the Little Brown School were first surprised, then interested, and soon staunch friends of these little people. They were delighted with the surprise lunch of vegetables and fruit, and afterward pleased with the new menus furnished their mothers by Grandmother Grumbly. After reading this story no mother should need to coax her child to eat vegetables instead of pie and cake. Such a book can be used to advantage in the primary grades in connection with the health project work. The illustrations by Gaye Woodring will catch the child's interest at once.—M. W.

TOM AND MOTT. By Max Trell (Illus. by Jo McMahon). *Cosmopolitan Book Company.* $1.50.

A story telling the adventures of Tommy Lynn, the naughty boy from the Nursery Rhyme, who threw Poor Pussy in the well. The book is supposed to be humorous, being full of puns and smart phrases, but the humor seems forced and is over the head of a child. We already know this Tom to be a proverbial bad boy and the author goes out of his way to glorify his misdeeds without introducing any leavening quality. It is too bad the author did not choose a different subject, because the bare adventures related in the story are entertaining to children from six to ten years old. Would not buy.—H. N.

THE SINGING SWORD. By Mark Powell Hyd *Little, Brown.* $2.50.

Ogier the Dane, one of Charlemagne's famous paladins, who is also the national hero of Denmark, is the hero of these tales and we are glad to have him take his place with Roland and Siegfried in the galaxy of boys' heroes. Some children's librarians may be critical of the scene in the haunted castle, but *The Singing Sword* really gives a vigorous picture of the Middle Ages and retains the Spirit of the Chansons de Geste. Recommend to older boys and girls who have read the stories of King Arthur, Siegfried, and the other heroes.

—T. C. B.

OPENING DAVY JONES'S LOCKER. By Thames Williamson. *Houghton Mifflin.* $2.

Children's librarians, who usually frown upon the question and answer method of imparting information in books, will find a delightful surprise in this story of a young boy scout who is chosen to go with a scientific expedition which is to explore the depths of the Caribbean Sea. With Ted Farnum the reader lives through each day's experience thrills with him when he dons a diver's helmet for the first time; exclaims with him at the things Davy Jones's locker reveals; sympathizes with him when he displays his ignorance and asks foolish questions. There is a wealth of information packed between the pages of the book, and yet the story never drags and is never dull. By including the ordinary events of each day, as well as the unusual things that happen, and by making the characters very real instead of automatons who merely ask and answer questions, the author has succeeded in producing that rare thing—a good story filled with real facts. Almost any boy or girl above the sixth grade should find the book extremely fascinating, while adults to whom the subject is not already well known will be equally interested.—C. N.

These books are actually reviewed by different children's librarians in the field. If you do not agree with the review of a book, send in your own review and we will print it. See also p. 1031, column two. The name of the reviewer of any book will be given upon request.

THIRTY FATHOMS DEEP. By Edward Ellsberg. *Dodd, Mead.* $2.

A thrilling tale of the finding of an old Spanish treasure ship off the coast of Peru, with just a dash of Twentieth Century piracy thrown in. The author, who is well known as commander in charge of raising the submarines S-4 and S-51, has carefully built his story around scientifically accurate technical details in the business of salvaging. The plot is not fast moving, but it gives a fascinating picture of the dangers, the hard work, and the romance of a deep-sea diver's life. For older boys, especially those with an engineering turn of mind.—H. N.

BOY WITH THE PARROT. By Elizabeth Coatsworth. *Macmillan.* $1.75.

The story of the adventures of an Indian boy of Guatemala as he travels through the country to make his fortune. The children will enjoy traveling with him and Guatemala will be more than a colored spot on the map. Can use in branches, deposits, and schools.—M. W.

GOLDEN-FEATHER. By Luigi Capuana (trans. by Dorothy Emmrich). *Dutton.* $2.50.

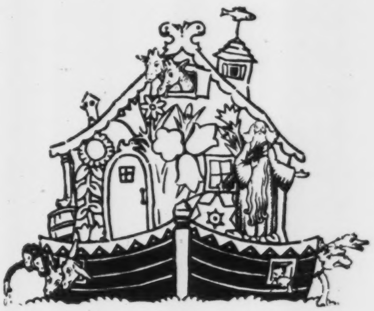
These tales have native flavor and a fairy element which children love. But in several instances there is a coarseness too offensive to American taste to pass unnoticed. For this reason I would not recommend this book for children.—E. P. A. S.

LINNET ON THE THRESHOLD. By Margaret Thomsen Raymond. *Longmans, Green.* $2.

The story of a girl who, at fifteen years of age, is forced to leave school and go to work. Linnet is a very natural, human heroine, the type that girl readers will understand and feel a kinship with. The difficulties are not minimized at all, but Linnet meets them squarely until finally her problems are solved and she is able to go back to school. It is a sane, wholesome book which will be enjoyed by the adolescent girl. Should fill somewhat the same position among girls' books that *High Benton* does for boys.
—M. R.

THE ARK OF FATHER NOAH AND MOTHER NOAH. By Maud and Miska Petersham. *Doubleday, Doran.* $2.

A new version of the famous voyage full of fun and color. Noah makes a mistake in the size of the door and the sons paint the ark modernistically, but all other runs true to form. There are all the animals you've ever heard of or seen, birds and insects, big and little. Done in the brightest colors for children from six to eight. Price is rather high.
—A. M. W.



NEW GERMAN FAIRY TALES. By Norbert Lebermann (translated by Frieda Bachmann). *Knopf.* $2.

Fairy tales written for the author's children after they had absorbed Grimm and Andersen. The tales are modern as to subject—some could be told, notably "Secret of the Animals" and "Little Light Spirit." An unusual one is "The Wise Inventor" in which four evil hobgoblins are changed into steam engine, telephone, telegraph, and electric light. The illustrations by Margaret Freeman do not add to the book.
—A. W.

EARLY MOON. By Carl Sandburg. *Harcourt, Brace.* $2.50.

Seventy poems selected for young people from the works of a poet whom the advertisements claim is very popular with the youth of today. There are poems included in the collection which are briefly outlined pictures of rare beauty and depth of understanding. The line drawings and decorations by James Daugherty are different from the illustrations by this artist with which we have become so familiar and add a definite spirit and grace to the sometimes monotonous lines. The "Short Talk on Poetry" which the author gives at the first of the book might also be called a simple and comprehensive discussion of aesthetic values.—L. H.

Current Library Literature

Abbreviations

Thompson, J. D. International code of abbreviations of titles of periodicals. Lib. Jour. 55:957-958. 1930.

Code approved by the Committee on Intellectual Co-operation of the League of Nations.

Arabic Language. *See* Transliteration.

Bibliography

A. L. A. Committee on Bibliography. *A Restatement of the A. L. A. Plan for the Promotion of Research Library Service by Cooperative Methods.* Washington, D. C., 1930. pap. 59p.

Made for the Executive Board of the A. L. A. at the request of the Secretary, by the Chairman, Ernest C. Richardson, Nov. 3, 1930. Reviews recent activities in assembling union card finding lists at the Library of Congress, and outlines plans for establishing an incorporated card printing, publishing, and selling company.

Book Buying

Cannon, C. L. *Order and Accession Department.* A. L. A., 1930. pap. 55p. (Manual of Lib. Econ., XVII).

Based on earlier editions by F. F. Hopper. Discusses organization, prices and discounts, second-hand buying, serials, importations, accessioning, exchanges, order records, etc.

Books and Reading

Weston, Stella. Professing books: a new vocation. Natl. Education Assn. *Journal.* 19:277-278. 1930.

By a student in the reading course offered at Rollins College, Winter Park, Florida, by Edwin Osgood Grover. Courses include Reading, the History of the Book, and Literary Personalities, and are conducted informally. Mr. Grover also directs the college library.

Buildings, Library. *See* Library Architecture.

Cataloging

Wallace, Ruth. Cost of cataloging and recataloging and how it may be reduced. Lib. Jour 55:899-902. 1930.

Care in the choice of catalogers, the employment of as many typists and pages as possible, special typewriter equipment, electric erasers, and handling of government documents, periodicals, and pamphlets outside the catalog department are some possible ways of cutting costs.

See also County Libraries.

Charging Systems. *See* Detroit Charging System; Dickman Bookcharging System.

Children's Literature

A child's library. Cleveland Public Library. *The Open Shelf.* No. 11. Nov., 1930.

The child in question is the late Caroline Hewins, librarian of the Hartford (Conn.) Public Library. The article is derived from Miss Hewins' book, *A Mid-Century Child and Her Books.*

Clements Library. *See* Michigan, University of, Library. William L. Clements Library.

County Libraries

Henderson, Mrs. Alexander. County library cataloging. *Lib. World.* 33:117-118; 120; 122. 1930.

The writer, a former county librarian at Fife, Scotland, argues in favor of the provision of printed catalogs for county libraries. In her own county such a catalog advanced the service greatly.

McIlwaine, H. R. The county free public library. *Virginia Libs.* 3:37-43. 1930.

By the State Librarian of Virginia. The Charles H. Taylor Memorial Library, situated in Hampton, and serving both that city and the county of Elizabeth City, is a good object lesson as to the wisdom of establishing more county libraries in the State.

Departmentalization. *See* Reference Department.

Detroit Charging System

Ulveling, R. A. Detroit charging system. *Libraries.* 35:393-396. 1930.

Under this system borrowers do most of their own charging of books. The result has been the elimination of long waiting lines at the charge desk, and less fatigue and nerve strain for the staff.

Dickman Bookcharging System

Trudeau, E. C. The Dickman Bookcharging System in use. *Mass. Lib. Club Bull.* 20:86-87. 1930.

The machine after two years' trial has proved most satisfactory to the East Orange (N. J.) Free Public Library. After the initial supplies have been bought the additional annual expense is slightly greater than that of the old system.

Education, Adult

Bostwick, A. E. The library and scholarship. *Libraries.* 35:389-393. 1930.

Address given at the Convocation of the University of the State of New York, Oct. 17, 1930. "If the library is to go heavily into the business of systematized adult education—and we seem to have decided that it shall—it should have at its disposal elementary texts, clearly written, and they should be, so far as possible, self-contained. It will not do to assume in presenting subject B that the reader is already familiar with subject A. A may always be taken up before B in college, but readers in a library are bound down to no curriculum."

Dodgen, L. M. Adult education. Lib. Jour. 55:954-957. 1930.

The library, a pioneer in the work of adult education, must continue to keep in touch with and further the work of other organizations which have taken up the work.

Drury, F. K. W. Some opportunities for library service in adult education. Lib. Jour. 55:867-868. 1930.

Opportunity for cooperation is offered by parent-teacher associations, radio talks, motion pictures, alumni education, religious organizations, etc.

Financial Libraries. *See* Princeton University Library. Benjamin Strong Collection.

Hewins, Caroline M. *See* Children's Literature.

Institutional Libraries

The A. L. A. Institution Libraries Committee issues three brief pamphlets for the use of institution librarians: *Aids in Book Buying, Hints on Library Technique,* and *The Prison Library.*

Frankhouser, M. E. Our obligation to libraries in State institutions. Lib. Jour. 55:863-867. 1930.

Also in *Mich. Lib. Bull.* 21:237-240. 1930. By the Michigan State Librarian. "Perhaps I have dwelt overlong on the prison phase of institutional library expansion, but the replies to the questionnaire disclosed that this feature was the one receiving more thought and interest on the part of library workers, due in part to the impetus furnished by the Massachusetts demonstration, and by the action of the Federal Prison Board. . . . But in all institutions, whether a hospital for the insane, a prison, a school for the feeble-minded, a tuberculosis sanatorium, or a hospital for crippled children, the reading of books is looked upon as a very necessary part of the institutional activities."

Intended to index with brief annotation, or excerpts when desirable, articles in library periodicals, books on libraries and library economy and other material of interest to the profession. The subject headings follow those in Cannons' *Bibliography of Library Economy,* to which this department makes a continuing supplement. Readers are requested to note and supply omissions and make suggestions as to the development of this department.

Instruction in Use of Libraries

Ingles, May, and Anna McCague. *Teaching the Use of Books and Libraries; a Manual for School Librarians and Classroom Teachers, to Accompany The Library Key.* Wilson, 1930. cl. 198p. $1.80.

Intended for librarians and teachers giving library instruction to high school and normal school teachers. Some portions of it can be used by those giving instruction to college freshmen. Although designed especially for use with the student's textbook, *The Library Key*, by Zaidee Brown, it is also adapted to use in schools in which no textbook is provided for library instruction. Appendixes of teaching outlines, and 6p. bibl.

Librarians

McMillen, J. A. Requisite qualifications for assistant librarians. *Libraries.* 35:396-398. 1930.

"Some qualities that an assistant librarian should possess are: Knowledge, special or technical training, tact, resourcefulness, the ability to work with others, and imagination. Promotion, while dependent to a certain extent upon vacancies or expansion, should go to those who show increased ability in their individual work and especially to those who have the knack of directing the work of others effectively."

Librarianship

Brown, C. H. "Bridging deep rivers." *Wis. Lib. Bull.* 26:234-239. 1930.

Commencement address at University of Wisconsin Library School, June 19, 1930, by the Librarian of Iowa State College. "Many seem to retire for an eternal rest after they cross the river of graduation. . . . Continue your education and continue your studies, don't stop; second, make your profession, which is a profession of service, your chief concern."

Library Architecture

Yust, W. F. Recent tendencies in the planning and architecture of central library buildings. Lib. Jour. 55:903-907. 1930.

Factors affecting library architecture in recent years, largely for the better, include the high cost of sites, building, and labor; the demands of a mechanical age; the increasing popularity of libraries; lessons from office and other commercial buildings, and from branch libraries; and the change of policy by the Carnegie Corporation in regard to gifts. Bibliography.

Library Economy

Brown, J. D. *Manual of Library Economy.* 4th ed., edited and newly revised by W. C. Berwick Sayers. London: Grafton, 1931. cl. 533p. illus. plans. facsims. 30s.

The first edition by James Duff Brown (1862-1914) was published in 1903, the second in 1907, and the third in 1919. "The biographical introduction and the chapter, now supererogatory in such a manual, on Museums and Art Galleries have been omitted from this edition, and many illustrations which time has made effete have been dropped. The *Manual* is now a volume of 533 pages and 628 sections, with 197 illustrations, as compared with 519 pages, 587 sections and 183 illustrations, the omissions noted above bringing the number of extra pages to thirty-three. This new material has been spread over the work in general . . .; but the principal emendations occur in the chapters on Children's and County libraries. —*Lib. World.* 33:132-133. 1930.

Library Organization

Burgess, H. E. *The Organization of a Small Library; a Manual for Use in the Small Public and High School Libraries of South Dakota.* Pierre, S. D.: Free Library Commission, 1930. 22 mim. p.

For use in the organization of a small library which cannot employ a trained librarian.

Library Publications. *See* Library Trustees.

Library Publicity

Compton, C. H. How to advertise library service to the business man. Lib. Jour. 55:908-911. 1930.

Mr. Compton, assistant librarian of the St. Louis (Mo.) Public Library, has found that newspapers love statistics, and "has been feeding them stories from our monthly statistics for six years and there has never been a time when at least one of the papers has not printed a story on them." A class at the St. Louis Library School offered suggestions for library publicity which are enumerated here.

Library Records

Woods, C. F. A classification of library records and correspondence. Lib. Jour. 55:859-861. 1930.

A decimal classification for records and correspondence on reports and finance, personnel, departments, branches, libraries and library associations, official matters, etc., with special divisions for the library and library school of which the author is librarian and director (Riverside, Cal.).

Library Service to Children

Beard, S. A. The adolescent challenge. Lib. Jour. 55:911-914. 1930.

"What are the means of holding this quicksilver-like group? Whatever our understanding of the age in general, an understanding of the individual is necessary for the greatest success. Although it is a wise policy for all ages, we should treat particularly the adolescent borrower as an individual. . . . Antagonism, ridicule, or objection, which the adolescent meets with inevitably in his daily life, surely can be banished in the library whose wares represent the free play of ideas."

Library Trustees

A Trustees' Organ. Published for the Trustees of Libraries in Essex County, N. J. Montclair (N. J.) Free Public Library. v. 1, no. 1. Nov., 1930.

"'The modern library is an intricate business and requires efficient trustees to act as its board of directors.' This is the sole idea behind the issuing of this paper. Its editors believe that in the several libraries of the neighborhood progress in this business management is being made in such a degree as to constitute news; and that such news is worthy of being brought to the attention of other library trustees."

Michigan, University of. William L. Clements Library

Adams, R. G. A new library of American revolutionary records. *Current Hist.* 33:234-238. 1930.

An account of the Lansdowne, Clinton and Gage papers now in the great collection of Americana at the Clements Library.

Municipal Reference Libraries. *See* New York (N. Y.) Public Library. Municipal Reference Branch.

New York (N. Y.) Public Library. Municipal Reference Branch

Rankin, R. B. A change for the better. illus. plans. Lib. Jour. 55:914-917. 1930.

Problems encountered in moving a library of fifty thousand volumes from the fifth to the twenty-second floor of the Municipal Building in New York City. In an article entitled "Questions and More Questions" in *Special Libs.* for November, 1930, Miss Rankin describes the multifarious questions met with and answered during a typical day at the library (21:334-336. 1930).

Order Department. *See* Book Buying.

Pan American Union. Columbus Memorial Library

Babcock, C. E. The Columbus Memorial Library of the Pan American Union. Pan American Union. *Bull.* 64:1134-1138. 1930.

Created to commemorate the meeting of the First International American Conference, 1889-1890, the library is divided into 21 units—one for each American republic—and has 71,530 volumes and pamphlets, 1813 maps and atlases, and 1227 regularly received periodicals. The new administration building, to be erected in the near future, will afford the library a capacity of not less than 225,000 titles.

Periodicals. *See* Abbreviations.

Picture Collections

Wheeling, K. E., and J. A. Hilson. *Illustrative Material for Junior and Senior High-School Literature.* Wilson, 1930. pap. 80p.

Enlarged edition of a pamphlet entitled *Illustrative Material for High School Literature*, published in 1923. Lists illustrations, pictures and slides for the work of authors from Addison to Wordsworth (arrangement is alphabetical).

PRINCETON UNIVERSITY LIBRARY. BENJAMIN STRONG COLLECTION

The Benjamin Strong Collection of Foreign Public Finance, 1929-1930. Princeton University Library, 1930. pap. 21p.

The collection is one primarily of original sources, the official record of the development of foreign public finance and central banking. The appendix to this report is a summary account of visits made by James Thayer Gerould, librarian of the university, to several European countries in the summer of 1930 in the interest of the collection.

PRISON LIBRARIES. *See* INSTITUTIONAL LIBRARIES.

PUBLIC LIBRARIES

ENGLAND

Green, Edward. The small municipal library from the standpoint of the large urban and county libraries. *Lib. World.* 33:115-117. 1930.

The smaller English municipal libraries, the weakest links in the library chain, would do better to look for help from larger adjacent centres than from the more remote county depositories.

PUBLICITY. *See* LIBRARY PUBLICITY.

REFERENCE DEPARTMENT

Kendig, K. D. Departmentalized reference service. LIB. JOUR. 55:949-952.

Departmentalization, abandoned 25 years ago by the Newberry Library as too expensive in service and requiring too much duplication of material, has been employed successfully by the Cleveland and Los Angeles public libraries. This article, by the principal of the Literature and Philology Department of the latter library, describes the workings of a specialized reference department.

Winterrowd, Gentiliska. Questions and answers in the Youngstown reference department. LIB. JOUR. 55:855-857. 1930.

By the Reference Librarian, Youngstown (Ohio) Public Library. The reference department advertised its picture collection, file of statistical information, city directory collection and historical collection to such good effect that over 47,600 readers came to the department in a year. Over 19,000 queries were received.

ROCHESTER (N. Y.) PUBLIC LIBRARY

Yust, W. F. *Rochester in the War Work of the American Library Association.* Rochester, N. Y.: The Library, 1930. pap. illus. 30p.

Reprinted from *World War Service Record of Rochester and Monroe County*, 1930. The author, librarian of the Rochester Public Library, was camp librarian at Camp Beauregard, Alexandria, La.

SCHOOL LIBRARIES

Jackson, M. H. Progressive movements in Wisconsin school libraries. *School Life.* 16:54-55. 1930.

By the Supervisor of School Libraries, Wisconsin State Dept. of Education. At the present time the schools that come under the application of the state library—all country and village schools and cities of the fourth class—are provided with libraries. Wisconsin has nearly 6,500 one-room country schools and approximately 600 graded schools. All books are purchased from an approved list.

Lathrop, E. A. Selecting books for a school library. illus. *Normal Instructor and Primary Plans.* 40:59; 75. 1930.

General advice, and references to lists of books for children.

TRAINING, PROFESSIONAL

Smith, F. S. Training for librarianship in Great Britain. *Mass. Lib. Club Bull.* 20:78-80. 1930.

The only two examining bodies in England are the Library Association and the Senate of the London University. The diploma issued by the latter is confined to its own students, but the Library Association holds examinations in convenient centres all over England. Tuition for these examinations may be obtained through the Association of Assistant Librarians' Section of the Library Association.

See also INSTRUCTION IN USE OF LIBRARIES.

TRANSLITERATION

Brux, A. A. *Arabic-English Transliteration for Library Purposes.* Univ. of Chicago Press. *Amer. Jour. of Semitic Languages and Literatures.* Vol. 47, No. 1, pt. 2. Oct., 1930.

Written in 1922-23. The Oriental Institute of the University has put the system into use and proved its practicability.

TRUSTEES. *See* LIBRARY TRUSTEES.

VANCOUVER (B. C.) PUBLIC LIBRARY

Stockett, J. C. The Vancouver Public Library: a six years' record of growth. illus. LIB. JOUR. 55: 861-863. 1930.

The present Carnegie building, erected in 1903, has been outgrown. More branches are needed besides the Kitsalano Branch, opened in 1927 and now used to capacity.

VENTILATION

Morrison, R. F. Determining proper air conditions for libraries. LIB. JOUR. 55:857-858. 1930.

Reprinted from the September, 1930, issue of *Heating, Piping and Air Conditioning.* Experiments have shown that the effective temperatures which give the greatest human comfort for human beings normally clad are 66 deg. Fahr. in winter and 71 deg. Fahr. in summer.

WAR LIBRARIES. *See* ROCHESTER (N. Y.) PUBLIC LIBRARY.

University Librarianship

(*Continued from page* 1027)

library to another is unquestionably against the principles of good service." The book is, of course, primarily concerned with the problems of the smaller British university library, but the problems of all libraries which attempt to do serious work differ so little in essentials that practically every librarian will find in Mr. Bushnell's compact little book suggestions of value.

EDWIN E. WILLOUGHBY,
The Newberry Library, Chicago.

The Shelfless Library

WITH THE NOVEMBER issue of *The Friends of Reading*, by the Syracuse Public Library, a Shelfless Library label was inclosed. This type library was organized by Dr. Will Baker, who was editor of the *Syracuse Post-Standard* and regent of the University of the State of New York, and it has been adopted by The Friends of Reading of Syracuse and Onondaga County as an inheritance from a beloved friend. The rules of the library are these: The borrower agrees to put the book borrowed on his reading table, not his bookshelf, and to read it without delay. He also agrees when he has read it to pass it on to a friend who, he believes, will be interested. The names of those who have read the book are written on a label inserted in the book.

Book Reviews

American Library Directory, 1930

JUDICIOUS discrimination in standards of inclusion and in addition of new types of libraries makes the 1930 revision of the *American Library Directory* (Bowker, cl., 538p., $12) by far the most useful of the series. The work of compilation was done by Karl Brown under the direction of R. R. Bowker. The writer of this note, who is in charge of a club library, has found in recent weeks a larger number of interesting catalogs in his daily mail. This he is inclined to attribute to the fact that his library is listed in the *Directory* and that dealers are exercising some judgment in sending lists of material which is likely to fall within the scope of such a library.

The libraries within the United States have been classified in the following categories: (1) Public libraries; (2) Federal libraries, State libraries, and Federal and State institution libraries; (3) Libraries of the United States Territories and Dependencies; (4) Educational and professional libraries; (5) High school libraries, and (6) Business and other special libraries. Canadian libraries and lists of library organizations and library schools form additional sections. Over twelve thousand libraries in all (12,480) are listed, with names of librarians and statistical data.

The arrangement, as in the 1927 *Directory*, is alphabetical, first by State and then by city and town. With an occasional exception for some exceptionally vigorous or promising small library, the general standard for inclusion of statistical information has been that the library has a librarian and an income of at least $500, with a minimum book expenditure of $100. A new small class added consists of outstanding branch libraries of county library systems. Public libraries naturally constitute the largest class listed in the *Directory*. The list extends to 229 pages, and 5,364 libraries are included. The statistical data include number of branches and stations, if any; number of volumes; latest circulation figures; income; expenditures for books and periodicals; heads of departments (in the case of large libraries); and subjects of special collections, besides those listed in the 1928 Supplement to the 1927 *Directory*.

The new list of Federal libraries includes the Library of Congress, State libraries, Federal and State departmental libraries, and libraries of Federal and State institutions—371 libraries in all. The roll of 2,890 high school libraries, covering over a hundred pages, offers a rather amazing proof of the expansion of the school library field. It forms the largest class next to public libraries; next to it stand the 2,155 educational and professional libraries, including libraries of universities, colleges, normal schools and other professional schools; also professional societies, professional collections in hospitals, museums and cognate institutions; and scholarly collections available for restricted use. The list of 111 library organizations—national and regional, State and provincial library associations and local library clubs—does not include State and provincial library commissions, now put at the head of the appropriate State under the Public Libraries Section, and under Federal and State Libraries. The list of business and other special libraries, including libraries connected with firms and business organizations, commercial associations, and clubs and societies, is constituted of 1,219 libraries.

EARLE F. WALBRIDGE,

Librarian, Harvard Club of New York City.

UNIVERSITY LIBRARIANSHIP, by George Herbert Bushnell, University Librarian, St. Andrews, London. Grafton & Co., 1930, 214 pp. 7s. 6d.

THE BOOK before us is of interest both because of the subject and the point of view. Its scope is broad, a survey of all the problems, both administrative and technical, of "university librarianship as a branch of general librarianship" ranging from the organization of the faculty governing committee to the training of the students in the use of the library, from the planning of the library building to the selection of proper book supports. The pitfalls of Parliamentary papers, the methods of dealing with dissertations, the advantages of an electric stamping machine, a recipe for an asbestos paste which will remove book labels and suggestions for the use of end-papers with the book-plate of the library printed upon them are topics which to the reviewer seemed especially worthy of mention.

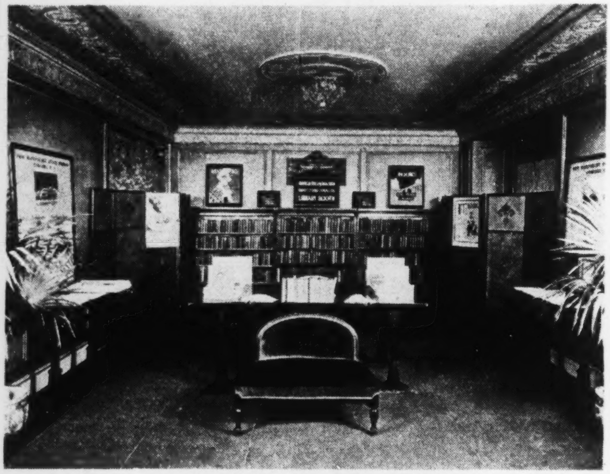
The viewpoint of the book is the frankly personal judgments of a British librarian. To Americans who take it for granted that no library today would adopt any catalog but a card index, Mr. Bushnell's discussion of that form of catalog as opposed to the bound book index and his decision in favor of the latter will no doubt be enlightening. They will also be interested in his inquiry into the value of inter-library loans and perhaps a little horrified at his conclusion, unorthodox in its conservatism, that "the loaning of any book from one

(Concluded on p. 1026, column two)

Library Organizations

A Prison Library Exhibit

LOUISVILLE, KENTUCKY, was the meeting place from October 10 to 16 of the Sixtieth Congress of the American Prison Association and the National Conference of Juvenile Agencies. The assembly was of special interest because recent prison riots have focused attention, formerly dormant, on prison inmates. It was timely that the A. L. A. Institution Libraries Committee should reemphasize the value of books in prisons and reformatories. Within the past year the Federal Government named a supervising librarian of the Department of Justice's Bureau of Prisons and two local prison librarians. Other appointments will follow until the ideal is reached of a librarian in every prison. Libraries form one part of the educational work in charge of an assistant director of the Bureau of Prisons.


A Portion of the A. L. A. Institutions Committee Library Booth at Louisville in October

Due to the influence of the Louisville member of the Institution Libraries Committee, the library booth was given the most conspicuous position in the hotel and drew general attention. The Committee assembled so large a collection of literature, lists, bibliographies, instructions, posters, etc., that frequent changes of exhibits could be made. The St. Louis Public Library furnished a well selected collection of the type of books needed in prisons, the A. L. A. and several publishers loaned groups to illustrate specific ideas. Gaylord Brothers conducted mending and rebinding demonstrations important both to the library and as a prison handicraft. Michigan and Wisconsin contributed exhibits of the working out of courses of study; the Federal Prison at Chillicothe, the New Hampshire State Prison and Connecticut State Reformatory sent material illustrating successful prison libraries. The work of Minnesota institutions, systematically developed by trained guidance for many years, was well represented. Pennsylvania sent some attractive posters. Clippings of book reviews written by prisoners came from several places. The artistic printing and distinguished writing of *The Island Lantern* from the Federal Penitentiary at McNeil Island are well known and caused frequent comment. Three important pamphlets of the Committee were from *The Island Lantern* print shop.

Perhaps the most constructive criticism was the frequent query from superintendents and social workers. "Why not have a similar exhibit for boys' and girls' industrial schools?" In conducting next year's booth the committee plans to undertake this highly important phase as well as to emphasize library service for women in penal institutions. Prison life intensifies the reasons for reading.

Illinois State and Extension Conference

THE THIRTY-FOURTH ANNUAL MEETING of the Illinois Library Association was held in the Le Claire Hotel in Moline, October 15-17. Two luncheons and round tables for the Trustees and the Children's Section were the first meetings scheduled on the opening day, and both were well attended. Mrs. Arne Oldberg, Evanston trustee and chairman of the Trustees Section, presided over the Trustees Section which followed the luncheon. Discussion in this section was grouped around the three papers presented: "The Contract System" (a report on the contract service Moline is giving Port Byron), by Mr. O. F. Anderson, Moline trustee; "Cooperation with Schools," by Mr. David E. Walker, Assistant Supt. of the Evanston schools; and "Proposed Revision of the Library Laws of Illinois," by Mr. Otto Barnett, Glencoe trustee and chairman of the Legislative Committee of the I. L. A. Following the discussion of Mr. Barnett's paper he was authorized to present a resolution to the I. L. A. asking the Association to approve his report and to authorize the Legislative Committee to present a bill to the next legislature incorporating the suggested changes, which have to do principally with defining the powers of library boards relating to acquiring and managing property, and to the creation of independent library districts. This resolution was presented and accepted at a later business session of the I. L. A. There was also some informal discussion of certification of librarians, resulting in a motion that the Trustees Section request the I. L. A. to appoint a committee to study the question of certification and report to the next meeting of the I. L. A. This motion was passed. It was subsequently accepted by the I. L. A. and referred to the incoming administration. The Children's Section, under the chairmanship of Miss Mary Armstrong Ayres, children's librarian in Oak Park, carried out a program of stories interspersed with the luncheon, "The Story Teller's Pack," and was continued in an informal luncheon the following day for the discussion of new juveniles.

The Reference and Advisory Service program was held on the first afternoon, under the chairmanship of Miss Jane Hubbell, librarian of the Rockford public library, in which the following papers were presented: "Adult Education and the Library" by Miss Ida F. Wright, librarian of the Evanston public library; "Advisory Service Without an Adviser" by Miss Anna F. Hoover, librarian of the Galesburg public library; "The High School Librarian as Adviser" by Miss Lucy P. Williams, high school librarian, Bloomington; "Reference Work Today" by Miss Ruth P. Hughes, librarian, Freeport public library; and "Recent Reference Books" by Miss Faith Armstrong, reference librarian of the Rockford public library.

Special interest in this year's meeting centered in the Illinois Library Extension Conference which was an all-day session and the only meeting scheduled for the second day. Mr. Roden presided over the meeting and announced at the opening that the morning session was to be devoted to "Conditions as they are"; the afternoon to "What to do about them." The opening address was given by Mr. M. F. Gallagher of Chicago, president of the I. L. A. Papers and addresses were given by Mr. Spencer Ewing, Bloomington trustee; Mrs. Paul G. Burt, Chairman of the Children's Reading Committee of the State Congress of Parents and Teachers; Mrs. Claire V. Golden, vice-president of the Illinois Home Bureau Federation; Mr. J. C. Hanna, state high school supervisor; Miss Anna May Price, superintendent of the Illinois Library Extension Division; Mr. Homer Hall of the Northern Illinois State Teachers College; Mr. Carl Milam, secretary of the American Library Association; Miss Alice Williams, librarian of the Moline public library; Mr. Matthew S. Dudgeon, librarian of the Milwaukee public libary. Miss Callie Wieder, librarian of the Waterloo public library, gave an account of the preliminary steps and plans for the Black Hawk County (Iowa) library demonstration. A motion was passed requesting the incoming executive board of the I. L. A. to appoint a committee on Library Extension to consist of members of the I. L. A. and of other cultural organizations, with power to add to its numbers, for the purpose of formulating and launching a program to promote the extension of library service in the state of Illinois and to perform all such functions as may be found germane to that general object.

The meeting of the Lending Section with Miss Nella Beeson, head of the loan department of the Peoria public library, presiding, was held on the morning of the third day. Miss Emily V. D. Miller, Editor of A. L. A. publications, gave a paper on "Public Libraries as Agents for World Peace," and Miss Edith Erskine, librarian of the Pullman branch of the Chicago public library, presented "Fall Styles in Books," which was followed by many brief book reviews and suggestions from other librarians. The experience of different sized libraries with the Detroit charging system was reported by Miss Pearl Field, librarian of the Legler branch of the Chicago public library; Miss Ida F. Wright, librarian of the Evanston public library; and Mrs. Amy Houghton, librarian of the Galva public library.

Officers for next year are: President, Miss Alice Williams, librarian of the public library in Moline; First Vice-President, Mr. Nathan R. Levin, assistant librarian, Chicago public library; Second Vice-president, Miss Winifred Ver Nooy, head of reference department, University of Chicago libraries; Secretary, Miss Gladys Allison, librarian of the River Forest public library; Treasurer, Miss Blanche Gray, librarian of the Mattoon public library.

Virginia Holds Annual Meeting

THE ANNUAL MEETING of the Virginia Library Association which was held in Petersburg, Virginia, October 24 and 25, was one of unusual interest. The St. Paul's Parish House Auditorium, which was courteously extended to the Association, provided attractive and comfortable rooms for all of the meetings.

A cordial welcome was extended to the Association by Mayor I. Val Parham. Following this the President, Mr. Thomas P. Ayer, Librarian of the Richmond Public Library, Richmond, Virginia, conducted a short business session and then introduced the principal speaker of the morning, Mr. Henry M. Brimm, Librarian of the Union Theological Seminary, Richmond, Virginia, who spoke informally on "The Proper Type of Formal Instruction of Novice Assistants."

Immediately after lunch five Round Table Groups were formed as follows: College and Reference, Leader—Miss Martha Bell, Randolph-Macon Woman's College; Children's Work, Leader—Miss Florence Reinhart, Norfolk Public Library; Circulation, Leader—Miss J. Maud Campbell, Lynchburg Public Library; County and Rural Libraries, Leader—Miss Leslie Stevens, Virginia State Library; School Libraries, Leader—Miss Annie Ruth Cole, Junior High School, Petersburg.

At the evening session Dr. George F. Bowerman, Librarian of the Washington Public Library, Washington, D. C., entertained the Association, as well as many Petersburg visitors, with an address entitled "The New Biography."

Beginning the Saturday morning session Miss Florence R. Curtiss, head of the Training School for Librarians at Hampton Institute, gave an interesting and instructive address on "The Rosenwald Aid to Educational Institutions." The final business session began with the reports of the Secretary-Treasurer and the various committees. Following a motion of Mr. Harry Clemons, Librarian of the University of Virginia Library, the Association voted to apply to the American Library Association for chapter membership. In response to an urgent invitation brought by a committee of ladies from Newport News the Association voted to hold its annual meeting in that city next year.

Officers elected for the ensuing year are: President, Miss Theresa D. Hodges, Librarian of the Wm. R. McKenney Free Library, Petersburg, Virginia; Vice-President, Mr. Harry Clemons, Librarian of the University of Virginia Library, University, Virginia; Secretary-Treasurer, Miss Mary Louise Dinwiddie, Assistant Librarian of the University of Virginia Library, University, Virgina.

Kansas Library Association

THE TWENTY-NINTH Annual Meeting of the Kansas Library Association was held in Salina, Kansas, October 22, 23, and 24. The program included features representative of the somewhat varying interests of those present from the public library, the school library, the children's library, the college library and the extension library field. Looking toward a program of library extension for Kansas several reports on rural library matters were presented, including a discussion of the Rural Library Institute held during the summer at Madison, Wisconsin, as told by Miss Ida Day of the Traveling Libraries Commission, and a report of the Books and Reading Classes conducted at the 4-H Club Round-up by Mrs. Elsie H. Pine of the Kansas State Teachers College, Emporia. Discussions were held concerning the need in Kansas of a library survey—proposed to disclose definite information as to the exact status of the libraries in the State. Such a survey was felt necessary before any steps could be taken toward standardization or certification. A committee brought before the group a consideration of the low allowance made by the state law for book purchases within the school districts. The Committee was instructed to do all in its power to influence the School Code Committee to raise the minimum allowance and to secure its acceptance by the legislature. The most outstanding feature of the conference was contributed by Miss Jessie Gay Van Cleve, specialist in Children's Literature in the American Library Association.

The afternoon of the second day was given over to Round Tables for the College and University Librarians, Library Extension Service workers, and Children's Librarians. The College and University Librarians considered such questions as care and handling of pamphlet material, book selection, student assistants, and the reserve book problem. The Library Extension group, made up almost entirely of representatives from the state educational institutions and libraries, discussed informally mutual problems, welcoming the opportunity to exchange ideas and ask questions. The Round Table on Children's Work, led by Miss Van Cleve, considered informally many questions of common interest to those present, such as the use of stories based on foreign countries and customs, methods of observing Book Week, Vacation Reading, and methods for interesting children in worthwhile books. Many interesting and enjoyable features of entertainment were provided for the conference in the way of Greetings from Salina, a delightful reception, visits to the colleges in a tour of the city and a banquet at which the guest speaker was Mr. R. F. Bailey, a Salina journalist.

The following officers were elected for the year 1930-31: President, Miss Ruth E. Hammond, Wichita; Vice-president, Miss Ida M. Day, State Library; Treasurer, Mrs. Charles C. Craig, Winfield; Secretary, Miss Helen E. Wagstaff, University Extension Library.

In The Library World

A New Science Library for Antioch

THE ANTIOCH PROGRAM, which aims to encourage symmetry of personal development, requires its students to spend a large part of their time in reading and individual study. While the autonomous plan of study brings the student directly to the library for suggested reading in greater numbers than is common in most college libraries, several new research projects call for library facilities in graduate work and research. Demands are now made upon the library which were not thought possible in the early years of the Antioch program. It was to meet this rapidly growing need that the science department libraries, formerly scattered in the Administration Building, were centralized in one wing of the new Science Building.

A Quiet Place for Study and Research—Antioch's New Science Library

The first thought in planning the arrangement and furnishing of the Science Library was to provide for physical comfort away from the humdrum of class rooms and laboratories, and at the same time to make the Library readily accessible to the departments of instruction in the sciences. No expense was spared to provide a quiet and comfortable place for students to study. Special periodical unit cases engage the attention of the students, reference and reading facilities are separate from book stacks, and provision has been made for individual studies adjacent to the book stacks. The furniture and flooring are finished in monochromatic shades of green. Plenty of natural light from large windows, indirect artificial light and a good ventilation system provide healthful conditions for study.

Centralizing six seminar collections in one science library, under the supervision of trained library assistants, has done away with a troublesome administrative problem and permits a higher quality of reference service to the users.

Juvenile Book Discussed

To the Editor of THE LIBRARY JOURNAL:

It seems to me, and to several other people working with girls, that *A Barrel of Clams*[1] is a striking example of a style and content which we think lowers the standard for girls' books. The idea is an interesting one, and, differently developed, might have proved a valuable influence in showing courage and resourcefulness. But, as told, it merely presents some very improbable incidents, strung together with the effect of haste. The criticism of the imaginary (?) editor, that the story in its first form needed a plot, applies very well to it as it is now.

As to its improbability, in spite of the statements of publishers that it did happen, it is the fault of the author's style, undoubtedly, that she has not been able to present her material with any air of verisimilitude. Allie Manes, for instance, and the amorous Captain Blake, seem to have no reason for being. The light way in which the episode featuring the former is passed over, once the horrors are all described, is like the popular detective-story manner, where the reader expects to have his hero two-thirds killed in one chapter, and rescuing the heroine in the next, half an hour later. Other strange things are the financial arrangements mentioned by your reviewer, and—very annoying to me—the casual attitude of Judy's family to the whole affair. Does it seem a true one?

I am also going to be brave, and object to swearing in a girl's book—by the man with whom she falls in love, by her father, and by the girl herself. All three cases seem to me wholly unjustified. It would have been quite in character with the rough men of the place. But unless we thoroughly approve swearing by girls, and supposedly well-spoken American men, and enjoy hearing it from them, I submit it does not belong in the pages of a girl's book, where it acquires a sort of halo of attractiveness.

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[1] "A Barrel of Clams," by S. B. Lesher. Harcourt, Brace, $2. Reviewed, p. 827, October 15 LIBRARY JOURNAL.

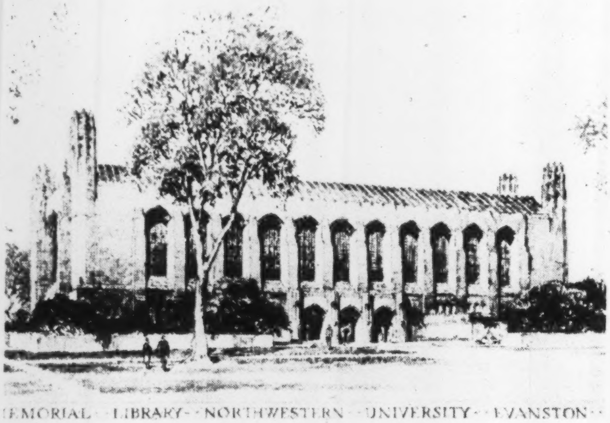
Just one more word. Will someone tell me how old this girl was? She speaks and acts like a girl of fifteen, and nothing is said about school or college days. But she writes a successful story, and is engaged when we leave her. That is the most improbable improbability of the whole story!

ELEANOR M. BARKER,
Librarian, Norman Library, Rogers High School, Newport, R. I.

Public Library Exempt from Civil Service

EMPLOYEES of the Washington, D. C., Public Library are not included under the Board of Welfare in the list of appointees to be selected from the civil service eligible lists, according to letters addressed by Dr. Luther Reichelderfer, president of the Board of Commissioners, to Dr. George Bowerman, librarian of the Public Library. The commissioners' decision is founded on the fact that the employees are already selected by a merit system that has been found to function adequately.

The appointments in the District of Columbia Government Service are not by law under the regulations of the Civil Service Commission, but recently the President issued an order permitting the District Commissioners to require that appointments in the District of Columbia Municipal Service should be made from the Civil Service Commission's eligible lists. Under the President's order, the District Commissioners issued an order requiring heads of departments to make appointments from civil service eligible lists, but from the above statement it will be noted that the Public Library is exempt from such ruling.


MEMORIAL · LIBRARY · NORTHWESTERN · UNIVERSITY · EVANSTON ·

Northwestern University's New Library to Be Started in the Spring

New Buildings

THE DAYTON VIEW Branch of the Dayton, Ohio, Public Library was dedicated September 30 at 8 p. m.

CREATION of a reference library in Milwaukee, Wis., to aid research into natural and applied sciences, was urged November 12 at a session of the mayor's advisory council. To house the library, Mr. Simon, representative of the Milwaukee Engineering Society, estimated a building costing approximately $1,000,000 would be necessary. Books to make a fair start on a good reference library would cost $250,000, and the maintenance and operation about $100,000 annually. The matter was referred to the executive board.

THE NEW Fisk University Library at Nashville, Tenn., was dedicated November 20 at 2 p. m.

TRUSTEES of Northwestern University have approved the plans for the million dollar Charles Deering Memorial Library to be the first unit in the recently compiled plans for the expansion of the Evanston campus. Funds for the new library were donated by the late Charles Deering, who was deeply interested in Northwestern University. Although ground was broken last June, actual work may not start until next spring. The plans call for a simplified Gothic structure of field stone, with Bedford stone trim. The front will consist of a two-story building approximately 200 feet long and forty feet deep, with a basement which will be lighted from a wide sloping area running around the structure. The architectural motif goes back to that group of English academic buildings of which King's College Chapel, Cambridge, is perhaps the best known and which has furnished the inspiration for buildings at both Yale and Harvard.

Tentative Library Colony Agreements

1. A Library Colony of Lake Placid Club is desirable and it should be organized by librarians eligible to guest privileges of L. P. C., with its own officers, as in case of six other intra-club agencies, and with by-laws mutually agreed upon. Incorporation is not necessary, but can be undertaken later if and when there is advantage to be gained.
2. The aims and methods of the Library Colony should be in harmony with aims and standards of Lake Placid Club, Lake Placid Co. (in operation) and Lake Placid Club Education Foundation, as commonly understood and described in Club and Foundation circulars.
3. The Library Colony will be chiefly useful in promotional matters for the present.
4. Lake Placid Club Education Foundation Restorations plans as at present administered are caring for many who would naturally become members of the Library Colony, except for the busy summer and winter seasons, together amounting to about nine or ten weeks out of the fifty-two of the year. Until other provision is made to cover Restorations privileges for these busy periods when all accommodation as a rule is required for regular Club members, the privileges hitherto granted librarians will be continued and extended as there is demand and space available.
5. The Foundation policy of exempting librarians from the 20 per cent extra non-members' charge, and also from dues, will be continued, as librarians individually apply for those privileges in the usual way. Each member of the library colony will fill out and file as heretofore the usual application blank which will be passed upon by the special Foundation committee. In case of doubt about any candidate officers of the Library Colony will be consulted in advance of action. The usual procedure, however, will be acceptable from the viewpoint of both Club and Foundation. Recommendations of officers and members of the Library Colony will of course be always acceptable.
6. For the present existing housing facilities generally available at Lake Placid Club will care for the needs of the Library Colony. L. P. C. will as heretofore assign those coming under Foundation privileges to whatever space is best suited in light of season, houses open with space, etc., with understanding that when the number here simultaneously requires and expressed wishes of members of Library Colony make desirable L. P. C. will do whatever it can, with due regard to cost of service, to assemble those desiring it in one or more buildings for rooms, as, for instance, in either Cobble or Cascade clubhouse.
7. L. P. C. will cooperate as fully as possible with officers and members of Library Colony in developing their organization and program, and will in this connection assume the same relationship as to Golf Association, Camp and Trail Club, Snow Birds, Placid Club Players, Tennis Association and Saddle Club, considering the Library Colony as an intra-Club organization which is an integral part of Club and Foundation life.

APPROVED BY:

Messrs Brigham, Hill, Rush, representing Library Colony.

Also Messrs. Hicks, Holt, representing Lake Placid Club, Lake Placid Co. and Lake Placid Club Education Foundation.

Oberly Memorial Prize

BIBLIOGRAPHIES in competition for the fourth award of the Oberly Memorial Prize should be submitted to the Chairman of the Committee in charge (Claribel R. Barnett, Librarian, U. S. Department of Agriculture) before January, 1931. The prize is awarded once in two years to the compiler submitting the best bibliography (either in printed or typewritten form) in the field of agriculture or the related sciences. The amount of the prize is the interest at four and one-half per cent on the Eunice Rockwood Oberly Memorial Fund of $1,050, which is administered by the American Library Association. Further details in regard to the prize are available in printed form and may be obtained from the Chairman of the Committee.

Please, Report Promptly

SECTION FIVE of the preliminary edition of the *List of Serial Publications of Foreign Governments* has just been sent to the libraries that are checking. The last sections will be issued early in the coming year. Work on the final edition, which will incorporate a record of holdings and the new titles reported, will begin in January. Libraries which have not received copies of the preliminary edition, and which wish to have their holdings recorded in the final edition, are urged to communicate at once with the editor, Miss Winifred Gregory, at the New York Public Library.

Opportunities

(This column is open to librarians.)

Wanted—assistant for college position in the Southwest, duties to be half administration, half reference. Applicants must have a college degree and some experience; Library School training desirable, good health important. Salary at start, $2,000. M16.

Young man, age twenty-seven and college graduate, desires position. Library school courses and experience in all branches of library work. Three years' public library, four years university library experience. Highest references. M10.

Responsible young woman with library summer school training and three years' experience desires position in children's department. Previous occupation, teaching. M11.

College and library school graduate with five years' experience in college and public libraries desires position in college in East. Reference work preferred. M12.

Young woman, college and library school graduate with public and college library experience, desires position as general assistant, reference librarian, high school librarian, or in loan work. M13.

College graduate with two summer sessions in library science desires change of position. Experience includes four years as part-time assistant in college library, one year in large public library, and three years as college librarian. M15.

Young woman with college degree, library training, five years' experience as librarian, and high school English teacher would like position in public or school library. No objection to part time teaching. M14.

Wanted

ANY LIBRARY having odd numbers of the *American Dyestuff Reporter*, volumes 1-9, for disposal please notify Clemson College Library, Clemson College, South Carolina. Marguerite V. Doggett, librarian.

Historical Fiction

A PAMPHLET, "Historical Fiction Suitable for Junior and Senior High Schools," issued by the National Council for the Social Studies as Publication Number One, was so well received by librarians and teachers and seemed to fill so real a need that it was considered wise to enlarge the scope of the material to include interesting non-fiction as well as fiction in the new compilation of "Historical Fiction and Other References for History Classes in Junior and Senior High Schools," compiled by Hannah Logasa of the University of Chicago High School. The non-fiction titles of the new pamphlet are an entirely new feature and approximately four hundred fiction titles have been added, although the present compilation is based on the same educational principles and follows the same general organization as the first pamphlet. Published by the McKinley Publishing Co., Philadelphia. $1 per copy.

The Calendar

Dec. 29-31—Midwinter meeting of the American Library Association will be held at the Drake Hotel, Chicago, Ill.

Jan. 31, 1931—California Library Association, sixth district, will meet at Pomona College.

Feb. 5, 1931—California Library Association, fifth district, will meet at Sacramento.

Feb. 14, 1931—California Library Association, ninth district, will meet at Colusa.

March 13-14, 1931—Pennsylvania Library Club and the New Jersey Library Association, joint annual meeting at Hotel Chelsea, Atlantic City, N. J.

June 22-27—American Library Association, annual meeting at Yale University, New Haven, Conn.

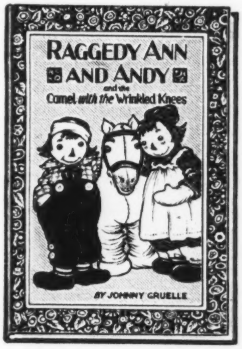
Colorado Library Association

THE FORTIETH annual meeting of the Colorado Library Association was held in Denver from October 2 to 4. The opening session took up the subject of the County Library. Mr. Frank A. Ogle, superintendent of the schools of Weld County, read a paper on "Relation of the Public Schools to a County Library." Miss Eleanor Davis of the Natrona County Library, Casper, Wyo., led the discussion, which was very helpful, since both States have much the same problems. In the evening a largely attended banquet was held at the Brown Palace Hotel, celebrating the fortieth anniversary of the Colorado Library Association. A large birthday cake was presented to Miss Julia Douglas, librarian at Evergreen, Colo., in honor of her seventy-second birthday. Miss Douglas is the oldest member of the C. L. A. Mr. Hile gave extracts from Shakespeare and Mr. Herbert Richie, formerly with the Denver Public Library, gave a résumé of library work in Denver forty years ago. Friday's program consisted of A. L. A. reports and a paper by Mrs. Katherine Watson, children's librarian of the Denver Public Library, on "Problems of Children Book Selection in Places Remote from Publishing Centers." Miss May Wood Wigginton spoke on "Subscription Books," and the Detroit charging system was demonstrated. Open house was held at the Denver Public Library in the evening. Saturday morning the association met with the school librarians at East Denver High School.

Newly elected officers for the coming year are: President, Miss Linda Clatworthy, Denver University, Denver; Regional Vice-Presidents, Miss Elizabeth Welch, Fort Morgan, Colo., Mrs. Mary Townsend, Montrose, Colo., Miss Mary Barclay, Las Animas, Colo.; Council Members, Miss Mary Hoyt, librarian, State School of Mines, Golden, Colo.; Miss Louise Kampf, librarian, Colorado College, Colorado Springs, Colo.; Secretary-Treasurer, Miss Laura M. Ritter, Denver Public Library.

A True Story
of
"Raggedy Ann"

An Italian girl returned a "Raggedy Ann" book to the library a week overdue and in a terribly dilapidated condition. A little questioning by the librarian brought out the fact that the girl's younger sister had been very ill for over two weeks. Many times the parents and doctor had given up all hope of saving the little one—but through some miracle she was now on the way to recovery. During the entire time, whether she was conscious or unconscious, "Raggedy Ann" was under her pillow or in her weak little hands. We need more books for our foreign and home children which have the same heart appeal. —Polly Ann Scott in "The Publisher's Weekly."



Raggedy Ann **Beloved Belindy**
Raggedy Andy **Wooden Willie**
Marcella **The Paper Dragon**
Raggedy Ann's Wishing Pebble
Raggedy Ann's Magical Wishes
The Camel with the Wrinkled Knees
Raggedy Ann in the Deep, Deep Woods

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Here is a happy spirited little story for children that will do much to make them want to eat the foods that are good for them. Timothy Crunchit, a kind-hearted calico bunny, is the hero of the story. Fascinating color drawings, and end sheets.

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By Harris Francis Fletcher

This study opens the way to a full understanding of Milton's use of rabbinical literature. A substantial working biography and a full index accompany the work. $7.50

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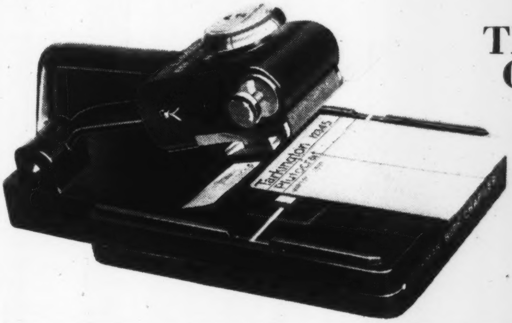

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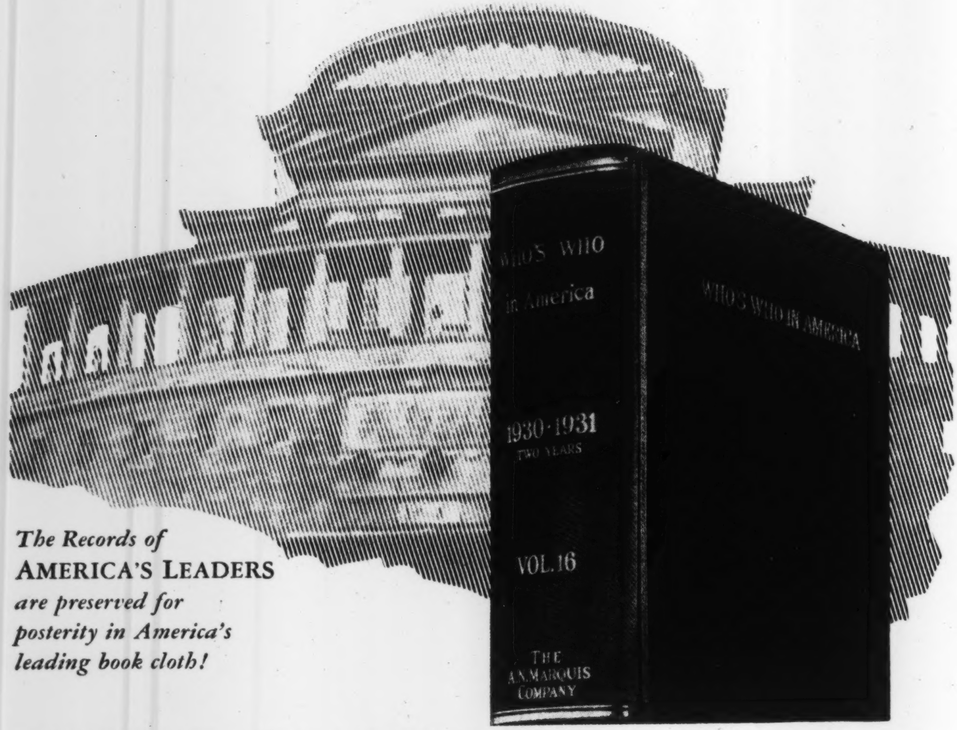

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